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ABSTRACT

The Training Ohio's Parents for Success (TOPS) program aims to increase parents' involvement in the education of their children and increase the linkages between home and school. This resource guide was developed to assist school districts in the process of providing materials and trainers to all school districts in Ohio. This resource guide is intended to help trainers develop parent-training programs. It presents a separate section on each of the three important areas of parent involvement, adult learning, and self-esteem and then a module on each of the seven TOPS content areas: understanding human growth and development; communication between the child and the parent and/or family; discipline; health and nutrition; problem solving and decision making; study skills; and access to support systems. Each content area lists key concepts at the beginning of the module. Each key concept page has an outcome statement, a brief introduction to the topic, and examples of activities that a trainer could use in parent training sessions. Additional resources will be found following the key concepts in each module. Many of these materials are written for parents and may be used as handouts or as background information for the trainers. (DR)

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Training Ohio's Parents for Success

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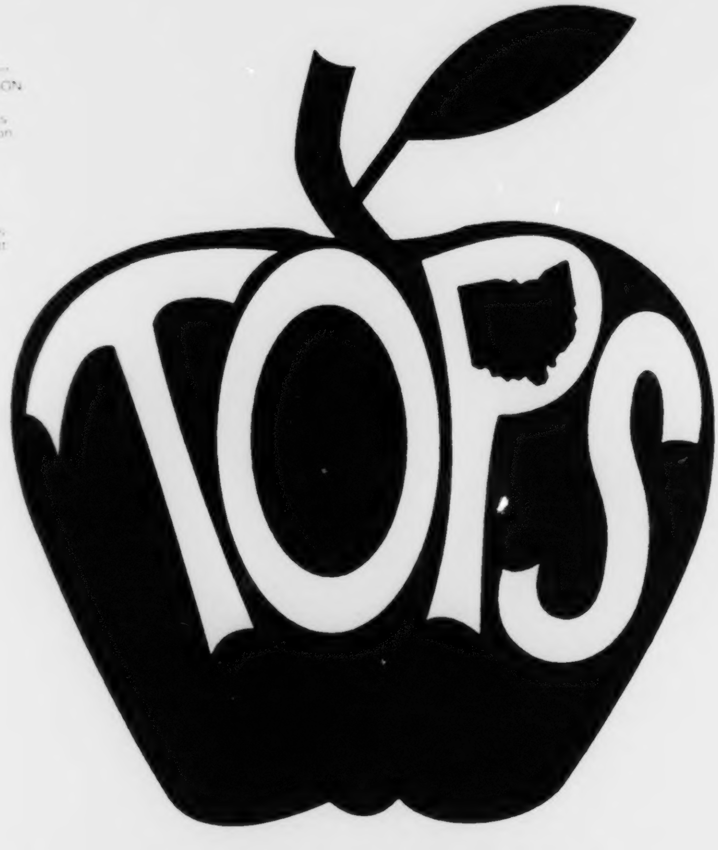

Ohio Department of Education
Division of Educational Services
Columbus, Ohio
September 1989

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TOPS
Training Ohio's Parents for Success

FOREWARD

Many recent national reports on education have addressed the concern that parents need to become more involved with their children, and particularly with their children's education. In Ohio, we have some excellent local parent involvement programs as well as statewide programs like the Ohio Coalition for the Education of Handicapped Children, the Ohio Congress of Parents and Teachers (OPTA), and Head Start.

There remains, however, a need to supplement the good things already in place to assure that any parent wanting or needing help can access a program or a service. To meet this need, the Ohio Department of Education has launched the Training Ohio's Parents for Success (TOPS) program. This program is a statewide effort to provide materials and trainers to all school districts.

If we agree that the home-school partnership is a key component for student success, then involving parents in a parenting program will strengthen that partnership. This resource guide was developed to assist school districts in that process. We look forward to working together on this important, exciting initiative.

Ted Sanders

Ted Sanders
Superintendent of Public Instruction

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INTRODUCTION

Training Ohio's Parents for Success (TOPS) is a program for increasing parents' involvement in the education of their children. It is a process to help school districts offer training in parenting skills that have been shown to make a difference in the lives of children.

TOPS is not a specific parent-training curriculum, nor is it a program that will look the same in every county and school district in the state. It is an effort to increase the linkages between home and school.

The TOPS program's three goals are to

Provide all school districts with materials for parent training at all levels

Teach trainers across the state how to implement local parenting programs

Develop a statewide network of trainers to support a successful parenting program for Ohioans

In the developing of TOPS, the Ohio Department of Education has sought input from Ohioans representing parents, social service agencies, educational organizations, schools, and experienced parent trainers. The program includes the seven content areas that were identified as important components of a parent-training program:

Understanding Human Growth and Development
Communication Between the Child and the Parent and/or Family
Discipline
Health and Nutrition
Problem Solving and Decision Making
Study Skills
Access to Support Systems

There are numerous ways in which a district could offer parent training. Examples are

A six-week to eight-week course for parents of children at a particular age (e.g., preschoolers, fourth graders, adolescents)

Individual two-hour sessions on various topics (e.g., discipline, communication, problem solving and decision making)

A half-day or full-day workshop on a topic such as alcohol and drug abuse

Any program, to be successful, must be designed to meet the needs and interests of parents in the local situation. Assessing those needs and interests should be an ongoing process.

An important aspect of TOPS is its network of trainers. As trainers have new ideas, as they discover what works and what doesn't work, they can share that information with others.

About the Resource Guide

This TOPS Resource Guide is intended to help trainers develop parent-training programs. It is not meant to be a finished product but rather an ongoing project. It presents a separate section on each of the three important areas of

- Parent involvement
- Adult learning
- Self-esteem

and then a module on each of the seven TOPS content areas listed above. The loose-leaf format provides the flexibility to add materials.

Parental Involvement - Recognizing the importance of parents' involvement in their children's education is the starting point for TOPS trainers. The resource guide gives information to help build linkages between home and school.

Adult Learning - Increasing attention to adults as learners and as educators has yielded research that has implications for parent-training programs. This section contains materials to help trainers be aware of the characteristics and implications of adult-learning theory.

Self-esteem - Because of the importance of self-esteem in children, parents, and trainers, this topic is presented as a separate section. It gives ideas for helping to build self-esteem in parents as well as in children.

Seven TOPS Content Areas - Each content area lists key concepts at the beginning of the module. While these are not the only important concepts, they are ones that were identified repeatedly by those persons who helped develop TOPS. Each key concept page has an outcome statement, a brief introduction to the topic, and examples of activities that a trainer could use in parent training sessions. The suggested activities, including the role playing and discussion questions, should be adapted to fit each parent group in each local situation. Knowing the interests and concerns of the participants is critical.

Additional resources will be found following the key concepts in each module. Many of these materials are written for parents and may be used as handouts or as background information for the trainers. Again, knowing the group will help the trainer determine how best to use the materials.

Background

TOPS
Training Ohio's Parents
for Success

WHY TOPS?

Training Ohio's Parents for Success (TOPS) has the potential to address numerous issues.

1. Effective schools' research emphasizes the importance of a working partnership between home and school.

2. Many recent national reports on education have addressed the concern that parents need to become more involved with their children and particularly with their children's education.

3. Studies also indicate that parents want and need assistance in developing and maintaining good parenting practices.

4. Studies concerning at risk children emphasize how problems can be prevented by working with parents. When parents are given opportunities to observe and discuss good parenting procedures, children's interest in school changes and academic achievement improves.

5. This parent program is a structured method of implementing the recommendation included in the Ohio Education 2000 Commission report. "We must enable parents - whatever their family situation, employment status, socioeconomic status or educational background - to give their children the best possible start in life and to work effectively in partnership with the schools.

6. Implementing this program is an efficient way to address Chapter I regulations dealing with parent involvement.

7. The parent program could be a vehicle to address the mandate that parent issues be addressed as we work with preschool handicapped children and their parents.

8. As parenting skills improve, it is hoped that children will come to school with positive attitudes about themselves, their abilities, and school. When students come to school prepared to take advantage of educational opportunities, school time and energy can be devoted to facilitating learning. Schools will be accomplishing the purposes for which they were established.

9. Involvement in Training Ohio's Parents for Success can address all these issues. Students, parents, school staff, and school systems stand to gain much by participating in TOPS.

Adapted from materials prepared by Gail Patrick, General Education Supervisor, Trumbull County Board of Education, Warren, Ohio.

ROLE OF COORDINATOR

The coordinator will

- Serve as liaison to the Ohio Department of Education
- Contact districts and/or buildings to determine interest in participation in TOPS
- Develop a plan for implementing TOPS in the county or city and submit a copy to the Ohio Department of Education
- Recruit county (or major city) trainer-of-trainers
- Assist in recruiting trainers-of-parents
- Determine site(s) and arrange for training of trainers-of-parents
- Develop and maintain the timeline
- Promote parent-training activities in the county or city
- Report on progress
- Evaluate the TOPS program
- Act as resource to trainer-of-trainers
- Recognize and reward trainer-of-trainers and trainers-of-parents

CRITERIA FOR TRAINER-OF-TRAINERS

Personal

- Cares about children and their success
- Recognizes the importance of parental involvement in the educational process
- Is highly committed to providing parents with tools to help them better understand and work with their children
- Has people skills
- Has high self esteem

Professional

- Has demonstrated training skills appropriate for training trainers
- Has a basic understanding of human growth and development
  - Is aware of the needs of the five TOPS age groups
  - Is aware of the appropriate behavior of the five TOPS age groups
  - Is aware of appropriate activities for the five TOPS age groups
- Has group facilitation skills
- Has experienced parent training and parent training materials
- Knows the national state-of-the-art in parent-training and child development

Other

- Knows the community needs and strengths
- Has credibility with trainers-of-parents
- Is aware of equity issues
- Is able to commit the energy
- Is able to complete the task
- Is willing to make the appropriate time commitment

ROLE OF TRAINER-OF-TRAINERS

The trainer-of-trainers will

- Assist in recruiting trainers-of-parents
- Train trainers-of-parents in all school districts in the county or buildings in a major city
- Act as a resource to trainers-of-parents
- Share training ideas with other trainers

CRITERIA FOR TRAINER-OF-PARENTS

Personal

- Cares about children and their success
- Recognizes the importance of parental involvement in the educational process
- Is highly committed to providing parents with tools to help them better understand and work with their children
- Has people skills
- Has high self-esteem

Professional

- Has demonstrated training skills appropriate for working with parents
- Has a basic understanding of human growth and development
  - Is aware of the needs of the five TOPS age groups
  - Is aware of the appropriate behavior of the five TOPS groups
  - Is aware of appropriate activities for the five TOPS age groups
- Has group facilitation skills
- Has knowledge of parent training and parent-training materials

Other

- Knows the community needs and strengths (parents, local experts, etc.)
- Has credibility with parents
- Is aware of equity issues
- Is able to commit the energy
- Is able to complete the task
- Is willing to make the appropriate time commitment

ROLE OF TRAINER-OF-PARENTS

Trainer-of-parents will

- Attend training session(s) for trainers-of-parents
- Assess parents' needs and interests
- Assess community needs and resources
- Promote parent-training activities in the community
- Arrange for and facilitate parent-training sessions
- Work with all facets of the community to assure equity in and availability of training
- Acquire community support for ongoing parent-training efforts
- Gather parent feedback on each session
- Maintain records of training sessions
- Share training ideas with other trainers-of-parents

Parent Involvement

TOPS

Training Ohio's Parents
for Success

WHAT WORKS IN A NATION STILL AT RISK

by Herman J. Walberg

Published in Educational Leadership,
September, 1986, pp. 7-10

Findings Concerning the Home

1. Curriculum of the home. Parents are their children's first and most influential teachers. What parents do to help their children learn is more important to academic success than how well-off the family is.

2. Reading to children. The best way for parents to help their children become better readers is to read to them - even when they are very young. Children benefit most from reading aloud when they discuss stories, learn to identify letters and words, and talk about the meaning of words.

3. Independent reading. Children improve their reading ability by reading alot. Reading achievement is directly related to the amount of reading children do in school and outside.

4. Counting. A good way to teach children simple arithmetic is to build on their informal knowledge. This is why learning to count everyday objects is an effective basis for early arithmetic lessons.

5. Early writing. Children who are encouraged to draw and scribble "stories" at an early age will later learn to compose more easily, more effectively, and with greater confidence than children who do not have this encouragement.

6. Speaking and listening. A good foundation in speaking and listening helps children become better readers.

7. Developing talent. Many highly successful individuals have above-average but not extraordinary intelligence. Accomplishment in a particular activity is often more dependent upon hard work and self-discipline than on innate ability.

8. Ideals. Belief in (1) the value of hard work, (2) the importance of personal responsibility, and (3) the importance of education itself contributes to greater success in school.

Helping Parents Help Their Kids

Parent Involvement Improves Student Performance

The evidence is in—"programs designed with strong parent involvement produce students who perform better than otherwise identical programs that do not involve parents as thoroughly. Schools that relate well to their communities have student bodies that out perform other schools. Children whose parents help them at home and stay in touch with the school score higher than children of similar aptitudes and family background whose parents are NOT involved. Schools where children are failing improve dramatically when parents are called in to help."

This is the evidence reported by Anne Henderson of the National Committee for Citizens in Education in *The Evidence Continues to Grow...Parent Involvement Improves Student Achievement*.

In fact, according to Henderson, studies have documented measurable differences in achievement for economically disadvantaged high school seniors who graduated years before from preschool programs with high parent participation. Some of the major benefits:

- Higher grades and test scores
- Long-term achievement
- Positive attitudes and behavior
- More successful programs
- More effective schools

The Henderson study summed up the present research on parent involvement as yielding the following information:

- The family provides the primary educational environment.
- Involving parents in their children's education improves student achievement.
- Parent involvement is most effective when it is comprehensive, long-lasting and well-planned.
- The benefits are not confined to early childhood or the elementary level—there are strong effects from involving parents continuously throughout high school.
- Involving parents in their own children's education at home is not enough. To ensure the quality of schools as institutions serving the community, parents must be involved at all levels in the school.
- Children from low-income and minority families have the most to gain when schools involve parents. Parents do NOT have to be well-educated to help.
- You cannot look at the school and home in isolation from one another; you must see how they interconnect with each other.

Source: *The Evidence Continues to Grow...Parent Involvement Improves Student Achievement*, 1987, National Committee for Citizens in Education, 10840 Little Patuxent, Columbia MD 21044

Being a parent is hard work! Many times it is rewarding and delightful. Other times it is confusing and agonizing. There is no quick, simple answer. But there are steps to take. The first is to be involved in your child's school.

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Why Involve Parents?

Parents are a child's first teacher and more and more attention is being given to helping them do the best possible job. Parents are asking for help to help them help their children and they are turning to the authorities they respect and expect to give them sound advice—today's classroom teachers, their building principals and school district administrators.

Parents are not only their child's first teacher, they are probably the most important teachers their children will ever have. Research shows that the parent role model is a critical and essential ingredient in the learning process.

Throughout their school life, from the first days in kindergarten through high school graduation, studies show children have contact with their classroom teachers eight percent of their time. That leaves 92 percent of the time not in school when the child learns from outside sources.

Children do not learn everything in school. But what they do learn in school needs reinforcing and rewarding at home.

Source: *Home Team / Learning Activities*,

American Federation of Teachers, National PTA Parent Involvement Packet, 700 Rush St., Chicago IL 60611

Involvement Takes Planning

"Parent involvement is much more than volunteering in the school and baking cupcakes for a bake sale according to members of the Parent Involvement Team of the Tacoma (Wash.) Public Schools.

A good parent involvement program takes time—three or four years to establish—according to Leon Horne, Tacoma's teacher/parent involvement coordinator.

"Parent involvement is being supportive, working with children in the home, being part of the decision making process in the schools," Horne reports. "We have to sell schools to parents and the community," she challenged. "We have to make parents feel welcome. How do you get parents involved? It's a team effort that starts with the planning process."

The PTA's role in parent involvement is to be a resource The school district believes PTA is the organization to teach the parents who are not involved and provide assistance and support.

Meetings are more than cookies and carnivals. Meetings don't meet the needs of all parents, but they meet a social need for some, which may lead to other types of involvement in the future.

The team agrees that starting the parent involvement program small and letting it grow gradually is the key.

Setting small goals and not expecting a lot of involvement at first, was a harsh realization, for according to national parent involvement programs, a 25-30 percent involvement was a realistic goal.

Parent involvement has to start at the school building level according to Rob Lang, principal of the Madison Junior High. "You have to start with a ripple and turn it into a wave. The school must sponsor activities specifically designed for parents. You start with a core group and once they feel comfortable, they'll tell other parents and attendance will improve.

Source: Leon Horne, parent involvement coord., Tacoma Public Schools, PO Box 1357, Tacoma WA 98401

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What Makes Involvement Work?

"The home environment is a most powerful factor in determining the level of school achievement of students, student interest in school learning and the number of years of schooling the children will receive," according to researcher Benjamin Bloom. It accounts for more of the student motivation in learning than does the school curriculum or the quality of the instruction in the schools," he says.

But what makes parent involvement work? Bloom's recent study of six New Jersey counties identified five factors that were found in successful programs. These included:

> *"Not every teacher is a parent, but every parent is a teacher. The most important thing a parent can give a child is the sense of the importance of education."*
>
> *—William Bennett, U.S. Secretary of Education*

1. Climate

A warm, caring atmosphere seemed to pervade those programs that worked. Methods were varied but the results were the same. Schools said "Welcome! We're glad you're here." This was done by making sure that the staff including school secretaries, custodians and other personnel who met parents gave them the VIP treatment instead of making them feel that they were intruders.

2. Relevance

Programs were based on what parents really cared about. To determine this schools surveyed to learn parents' interests and concerns, whether they only wanted to talk with other parents about common concerns, joys and difficulties of parenthood, or wanted to participate as volunteers or take workshops on improving their relations with the children and help them with their school work.

3. Convenience

Successful programs made it easier for parents to participate by dealing with the factors that kept them at home.

This meant providing car pools, buses or vans for those who had no transportation, providing child care or special activities for the children that parents needed to bring with them to school.

4. Publicity

Successful programs made sure that they communicated with parents about programs in a number of ways. No longer did they rely on one newsletter item sent months in advance. Attractive flyers were posted not only in the school, but the neighborhood supermarket, drug stores and at churches. Public service announcements were prepared for TV and radio.

Personal invitations were extended over the telephone by a pre-arranged telephone chain, and all material included information on transportation and child-care opportunities.

In many schools the materials were also prepared in a second or third language to make certain that all parents were reached. Bilingual speaking telephone callers were arranged.

5. Commitment

The school staff was committed to the program and determined to make it work. It was a priority goal and this was reflected in the success.

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Why Parents are Hard to Reach

There are hard to reach parents in all types of geographical settings. These are not limited to inner cities, ethnic groups, or poverty level parents.

Reaching the hard to reach parents—those that do not respond to invitations to parent-teacher programs, open houses, school programs, etc.—is a challenge facing today's schools in all areas.

It is important to consider the possible causes of parental lack of interest and participation. Written or telephone surveys will help school leaders determine the specific reasons in their areas, but we know from national research studies many of the reasons. They include:

- Negative school experiences when they (parents) were students.
- Being confronted by large and impersonal school system bureaucracies when they have had problems in the past,
- Experiencing rudeness and indifference upon entering the school building.
- Lack of transportation for attending meetings held at the school.
- Small children at home and a lack of funds for babysitters.
- Lack of information about the various school activities and access to the professional staff.
- Racism, classism and sexism!

How Can We Reach...

The key factor in successful programs is to take the schools to the community. Get out of the school buildings and go into the communities.

This can be accomplished by:

- Holding coffee klatches with groups of parents in their homes. This means communication can take place in a non-threatening setting. Start with the positive aspects of the school and be honest about the challenges.
- Having principals, superintendent and board members take two hours on one Saturday per month, on a rotating basis, to make themselves available to parents at a local site such as a supermarket. A lot can be learned by letting people know you will be there and want to meet them and answer their questions.
- Have principals and their staff members use the telephone to share good news with parents.
- Go to religious institutions—churches, synagogues, etc. While there is an acute awareness of church and state matters, this should not prevent religious institutions working with public schools to educate young people. Principals can speak to many people in a church that they would never see in the schools. A request to speak to a congregation after or in lieu of a sermon could pay great dividends. Don't overlook opportunities of holding meetings with school parents in their churches. There are other roles the churches can play in the education of the community's children. They can serve as study, tutoring and career counseling centers.
- Locate community leaders and invite them to help you communicate with the hard-to-reach parents. Many school districts learned during the late 1970s in the Title I and Chapter I programs, the real value of these community leaders in working with parents. Develop a network by inviting these leaders to share with you the concern of these parents and then take steps to address them. Ask these leaders to take a survey of needs and concerns, where parents would like to meet, what time, etc.
- Offer programs to meet neighborhood needs—these may not always be school oriented. Many school administrators have taken first steps in reaching out to the community by joining residents in working for such diverse activities as a critically needed stop light at a busy corner; improved living conditions in a housing project; encouraging the opening of a community center where older residents as well as young children could come together in a day-care facility.
- Providing school representatives who are fluent in the language of ethnic groups will greatly improve communication and convince non-English speaking parents of the schools' interest in them and their children. Offer English speaking classes for adults in locations near their homes and offer parenting classes to help them help their children.

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...Hard to Reach Parents?

- Hold parent-teacher conferences in the neighborhoods—at the Churches, youth centers, where parents can come together easily. Don't always ask the parents to come to the school, but if you do—then provide transportation, child-care and when needed, interpreters.

There are some parents and other citizens in almost every school community who are hard to reach and some will never be reached. However, school administrators and classroom teachers need to be sure that those people we label as being hard to reach are not being pushed further away because we do not know how to communicate with them.

Schools must project warmth and concern for the bright and the not-so-bright student, the articulate and difficult to understand parents, the well-dressed and the tattered.

Customs, expectations and "drum beats" differ. It is the school leaders' challenge to find the proper vehicles and approaches for communicating.

Source: Santee C. Ruffin, Jr., Director of Urban Services, National Assn. of Secondary School Principals, *NSPRA Impact Journal, 1904 Association Drive, Reston VA 22091*

Ways To Involve Parents

Joyce Epstein, research scientist with the Center for Research on Elementary and Middle Schools at the Johns Hopkins University in Baltimore, Md., has provided 16 ways to involve parents:

1. Ask parents to read to their children regularly or to listen to the children read aloud.
2. Loan books, workbooks and other materials to parents.
3. Ask parents to take their children to the library.
4. Ask parents to get their children to talk about what they did that day in class.
5. Give an assignment that requires the children to ask their parents questions.

> *"The key factor in successful programs is to take the schools to the community. Get out of the school buildings and go into the communities."*

6. Ask parents to watch a specific television program with their children and to discuss the show.
7. Suggest ways for parents to include their children in any of their own educationally enrichment activities.
8. Send home suggestions for games or activities related to the children's school work that can be played by parent and child, or by child and brothers and sisters.
9. Suggest how parents might use home materials and activities to stimulate their children's interest in reading, math and other subjects.
10. Establish a formal agreement whereby parents supervise and assist children in completing homework tasks.
11. Establish a firm agreement whereby parents provide rewards and/or penalties based on the child's school performance or behavior.
12. Ask parents to come to observe the classroom for part of a day. (Keep this an open invitation so that parents know they are always welcome.)
13. Explain to parents certain techniques for teaching or making learning materials and for planning lessons.
14. Give a questionnaire to parents so they can evaluate their children's progress or provide some other form of feedback.
15. Ask parents to sign homework to ensure its completion.
16. Ask parents to provide spelling practice, math drills and practice activities or to help with workbook assignments.

Source: *Principal*, National Assn. of Elementary School Principals, January 1987, 1615 Duke St., Alexandria VA 22314

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Different Strokes for Today's Parents

Classroom teachers, school principals and school administrators are asking how they can involve today's parents— many of whom they classify as the "hard to reach" and this number is growing. And, all to frequently these "hard to reach" adults are the parents of children "at risk" a growing national concern. A continual update of the demographics of the school community is essential to any parent involvement program.

Who are the parents and what do they want and need must be determined before any program is initiated if success is to be achieved. Researcher Joyce Epstein says that one of the most significant factors in the highly uneven record of parent involvement in today's schools can be found in the demographics.

- In 1955 some 60 percent of American families consisted of a working father, a housewife mother and two or three children. Today, seven percent of American families fit that description.
- Many families have only one parent and even when there are two parents, chances are excellent that both work. For these new families, time is precious. A recent study cited by Epstein says that the average American mother spends less than half an hour a day talking or reading to her children. Fathers spend less than 15 minutes!
- Many of today's parents are poorly educated products of a socioeconomic system where parent involvement was sparse and even unwelcome. They bring these attitudes to today's schools.
- Many parents are recent immigrants who do not speak fluent English (or read it) and to whom the American public school is an unfamiliar and somewhat intimidating institution.

Involving today's parents is no easy task, but one thing is certain, it can be done, and is being done by successful schools across the nation.

It is also obvious that what used to work will no longer work. If parents are to be involved today it must be in new ways, ways tha meet their specific needs, and those of their children. It calls for radical changes on the part of classroom teachers, principals and administrators—changes that recognize these needs and are directed at meeting them.

Source: *Principal*, National Assn. of Elementary School Principals, January 1987, 1615 Duke St., Alexandria VA 22314

Overcoming Barriers

Schools need to work to help overcome barriers that often block parent involvement according to Don Davies of the Institute for Responsive Education. In a new study he conducted to examine the relationships between poor families—often called "hard to reach parents" —by teachers and principals, he found a number of successful efforts underway. But, he also identified six points which produced barriers that prevented parent involvement of the poor or hard to reach parents. These included:

1. Children from families that don't conform to middle class norms are often seen by school officials to have trouble in school.
2. Communication between schools and poor families is mostly negative. Most of these parents are contacted only when their child is in trouble.
3. Teachers and administrators appear to think of these families as being deficient and concentrate on problems rather than the strengths of families.
4. School staff tend to believe that the problem of parents being "hard to reach" is the fault of the parents, not the schools.
5. Many poor families have a low assessment of themselves in their abilities to be involved in their children's schooling.
6. Most parents from all groups studied expressed a strong desire to be involved in their children's schooling.

Most of the parents in our study were 'reachable,' but the schools were either not trying to involve them or were not knowledgeable about or sensitive to ways to overcome cultural and social class barriers," Davies said.

Source: Institute for Responsive Education, 605 Commonwealth Ave., Boston MA 02215

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Eight Steps to Involvement

All types of parent involvement with schools—from parent volunteers in the classroom and on the athletic field to parent involvement in advisory councils and parent-teacher organizations—produce positive results for students. Parental involvement in their child's educational experience at home has the greatest promise for good student achievement, according to Joyce Epstein.

She offers the following eight steps to build parent involvement:

1. ***Write a district policy*** that fully outlines and commits teachers and local programs to a parent involvement program.

2. ***Establish a clearinghouse library*** or dissemination point for parent involvement information.

3. ***Offer inservice training programs*** for teachers and administrators so they can work for greater parental involvement.

4. ***Have at least one expert teacher*** at each school who knows how to encourage parental involvement and is willing to help other teachers.

5. ***Develop funding and recognition programs*** to spearhead parental involvement in schools.

6. ***Support the development of programs*** for special parent populations such as:

- teen-age parents
- non-English speaking parents
- parents with low reading skills

7. ***Encourage and recognize businesses*** that permit parent involvement with schools during business hours by giving parents time off for conferences or providing other partnership activities in schools.

8. ***Support research and evaluation*** of pilot parent involvement programs.

Source: *Principal*, National Assn. of Elementary School Principals, January 1987, 1615 Duke St., Alexandria VA 22314

Reaching Secondary Parents

It has long been held as one of those basic truths that you cannot involve parents of middle/junior high and high school students. "The kids don't want them involved," was the common comment, followed by "The parents don't care." Neither of these comments appears to hold in today's successful parent involvement programs. Quite the opposite is being demonstrated in secondary schools across the nation.

What has turned this around? The answer appears to be that successful secondary school programs are keyed even more than elementary to the specific needs of parents and their children. "Help me help my child" is the common statement heard by secondary principals surveyed by the National School Public Relations Association (NSPRA) for this packet.

Hundreds of parents are turning out for weekend conferences, workshops and seminars on topics of critical concern to them. From San Diego, Calif., to Washington, D.C., reports are coming about tremendous parent turnouts.

Education leaders, community agencies, medical doctors, and social service agencies are joining forces at these sessions to help parents.

What do these parents want? They want information on homework, AIDS, vocational/technical training programs, drug abuse, teenage suicide recognition and prevention, career opportunities, college admission programs, drop-out prevention, parenting—"how to be a better parent"—and curriculum areas such as helping with mathematics, computers, and special programs for single parents and/or two career parents.

These sessions are not necessarily one-shot events. Many conferences and seminars are spinning off special, continuing workshops for parents. Parent support groups are forming for those with critical concerns—students with drug abuse problems, drop-outs, "children with children," or those children with alcohol problems.

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Families Must Play Greater Role in Schools

If America hopes to have excellent education, families must play a greater role, according to Scott Thomson, executive director, National Association of Secondary School Principals (NASSP).

"We all need to gain renewed respect for the central role families play in student success at school," Thomson wrote in a recent article in his association's newsletter.

Recalling a recent trip to Singapore which he had not visited for 35 years, he reported there was an "unbelievable improvement" in the standard of living.

"How did they do it?" Thomson asked in the article. "Not with natural resources, because they have none. Singapore did it with education, and with a culture that placed schooling first on the family agenda."

Once Singapore schools adopted a modern western curriculum, the emphasis on learning in their culture moved their people forward at a rapid rate, Thomson reported.

"I observed parents helping students with homework in bus stations and airports on weekends," he said. "I joined school meetings where every single student was represented by at least one adult. I observed families that control television viewing with no apologies. This culture and these parents exhibit a single-mindedness about education.

Thomson believes Asian students may have the upper hand on their American counterparts because of this difference in priorities.

"Somehow, too many Americans have become casual about schooling," he wrote. "Other priorities interfere. Or there appear to be no priorities at all. Thus, many students become indifferent. Cars or jobs or compact discs get first choice."

He recalls studying a group of schools in the United States in 1978 where SAT scores had not declined and discovering that the one common factor among all those schools was the emphasis the local communities had placed on schooling.

"So, what is new?" asked Thomson. "Parents have always made a difference. The 'new' is the larger world out there today, a competitive world where some cultures actually give a higher priority to schooling than does mainstream American society.

"The real competition for America in the future is not the automobile factories of Japan. The real competition in the long run is the preference given to schooling by the families of some other cultures," said Thomson.

Source: National Assn. of Secondary School Principals, 1904 Association Dr., Reston VA 22091

Helping Parents Help Their Kids

The material in this overview has been prepared for use in school bulletins, publications and newsletters.

It is a presentation of the basic information regarding parent involvement:

- the research supporting the results of student gains made with strong parent involvement programs
- the barriers to parent involvement which schools frequently erect unknowingly
- suggestions for involving the "hard to reach" parents
- information to help schools and parents plan successful parent involvement programs.

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Involving Hard-To-Reach Parents

Schools reporting success in reaching the hard-to-reach parents (those who do not attend school events regardless of any efforts or invitations) are succeeding by "taking the schools to the community."

Hard-to-reach parents are not confined to inner city, ethnic groups or to poverty-level parents. They are found in all types of geographical settings.

Try Outreach Activities:

1. ***Hold coffee klatches*** with groups of parents in their homes. Communication can take place in a non-threatening setting. Start with the positive aspects of the school and be honest in responding to questions and challenges.

2. ***Be available to parents*** at local sites. Principals, the superintendent and board members take two hours on one Saturday per month, on a rotating basis, to make themselves available to parents at local sites—church, supermarket, union hall or community center—wherever parents gather. Let parents know you will be there and want to meet them and answer their questions.

3. ***Go to the churches***, synagogue or other places of worship. Work with the clergy in setting up opportunities for parents and community residents to talk about the schools and ways to help students. Ask the clergy for support and suggestions. (Send copies of your district and/or school building newsletter for distribution at places of worship.)

4. ***Locate community leaders*** and invite them to help you communicate with hard-to-reach parents. Develop a special neighborhood network by inviting these leaders to be your "key communicators" and share with you the concerns of parents. Ask these leaders to help you survey the parents to determine their needs.

5. ***Offer programs*** to meet parents' needs and those of other members of their neighborhood or community. These may not always be school oriented. Working to improve housing or providing day-care facilities or recreation activities in community centers may be the first step in reaching hard-to-reach parents, and letting them know you care.

6. ***Provide school representatives***, or recruit community volunteers who are fluent in the language of ethnic groups. Offer English classes as well as parenting classes to help these parents help their children. Hold these in locations and at times convenient for them.

7. ***Offer to hold parent-teacher conferences*** in the neighborhoods—churches, youth centers, etc.

8. ***Offer transportation*** to school activities you would like parents to attend and provide baby-sitting facilities.

9. ***Make sure your school projects warmth*** and concern for parents and students. Customs, expectations and "drum beats" differ. It is the school leaders' challenge to find the proper vehicles and approaches for communicating and involving hard-to-reach parents and to help them help their children.

Source: Santee C. Ruffin, Jr., Director of Urban Services, National Association of Secondary School Principals, 1904 Association Dr., Reston VA 22091

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Summary of Key Studies and Research Findings

Study	Findings	Implications
Benjamin Bloom, *Stability and Change in Human Characteristics*, 1964	50% of all intellectual growth seen at the age of 17 is in place by the age of 4; 30% is accounted for between ages 4–8; 20% between ages 8–17 (the usual school years).	Demonstrates the importance of early developmental experiences to intellectual growth. At the early ages parents are the child's most important models and teachers.
James S. Coleman et al., *Equality of Educational Opportunity*, 1966. "The Coleman Report."	Family background and environment are major variables in accounting for academic achievement. Correlation between achievement and these family variables is stronger than between achievement and "school quality" variables (i.e., such factors as teaching experience, advanced degrees, pupil expenditures).	Points to the importance of the student side of the education equation. Learning is not just a matter of instructional input; it also depends on the readiness and ability to process the material. The experience of the child in the home is a key variable in predicting the academic achievement of the child.
Christopher Jencks et al., *Inequality: A Reassessment of the Effect of Family and Schooling in America*, 1972.	Based on the Coleman Report and the other data, Jencks found that a large proportion of the variation in achievement and life success was attributable to the accident of birth (the family), "luck," and other chance factors, beyond the control of the individual and rational planning.	Points to the weaknesses of the schools as instruments for promoting equality of opportunity and other social policies. The ability of schooling to overcome the disadvantages of poverty and low socio-economic status is very limited.
R. J. Dave, "The Identification and Measurement of Environment Process Variables That Are Related to Educational Achievement," 1963.	Specific parental practices that contribute to academic achievement can be identified and taught to parents.	Demonstrates that parents can learn adaptive behaviors in support of their children's learning and that poverty and disadvantaged minority status need not be barriers to developing positive educational roles for parents.

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Study	Findings	Implications
B. K. Iverson and H. J. Walberg, "Home Environment and School Learning—A Quantitative Synthesis," *Journal of Environmental Education*, 1982. H. J. Walberg, "Improving the Productivity of America's Schools," *Educational Leadership*, 1984.	Intellectual stimulation and other process variables are more important than parental socioeconomic indicators in predicting school achievement.	Reinforces findings of Dave and others that there are important variables linked to achievement over which parents can exert control and suggests that efforts to improve these variables can have educational payoffs.
S. L. Hanson and A. Ginsburg, "Gaining Ground: Values and High School Success," U.S. Department of Education, 1985.	Traditional values are twice as important as family economic or educational background in predicting academic success.	Parents play a large role in shaping children's values. Parental encouragement and concern encourages responsible behavior in children.
Barbara Goodson and Robert Hess, *Parents as Teachers: An Evaluative Review of Some Contemporary Concepts and Programs*, 1975.	Of all the varieties of parent involvement, the parent-as-tutor model was the only one associated with improved academic achievement.	If the aim of parent involvement is improving the achievement of children, the best approach is to involve parents in a tutorial mode in the education of their own children.
Ira J. Gordon, *Parent Education and Parent Involvement: Retrospect and Prospect*, 1977. B. J. Guanagh and I. J. Gordon, *School Performance as a Function of Early Stimulation*, 1976.	Early childhood programs that have a strong parent-as-tutor component, using home visitors to provide learning and modeling for parents, succeeded in raising children's achievement and these gains were sustained in the elementary school years.	Demonstrates that parents of young children can be taught behaviors that have a positive long-term impact upon the achievement of their children.
Dorothy Rich, "The Relationship of the Home Learning Lab Techniques to First Grade Achievement," 1976.	Reading achievement of first-grade children was raised at a statistically significant level by an intervention that consisted of providing parents with simple but structured home learning activities to do with these children. Improvement in math was reported as a trend, but not found at a statistically significant level.	Demonstrates that the parent-as-tutor approach can be extended with positive result to families of school-age children by using carefully designed home learning activities.

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Study	Findings	Implications
Gladys E. Burks, "An Analysis of the Cost Effectiveness of Title I Pull-Out Instruction in the Benton Harbor Area Schools," 1978. The Home and School Institute, "Families Learning Together," Report, 1979.	The Home Learning Activities approach to parent involvement is a cost-effective parent involvement technique that schools can use to effect outreach to large numbers of parents.	Points out that parent involvement can be effective without being costly and burdensome for schools to implement.
J. Burns, *The Study of Parental Involvement in Four Federal Education Programs*, 1982.	The advisory council mode of parent involvement, which had been mandated in major federal programs such as Title I, Bilingual Education, and Follow Through, was not particularly effective. Council participation involved only a small number of parents, and councils had only a limited impact upon program policies and the creation of parent involvement opportunities.	Demonstrates the limited appeal of the advisory role for today's parents. Suggests the most fruitful approach for involving today's working and single parents is one that they can use with their own child at home.
Joyce Epstein, "Improving American Education: Roles for Parents," 1984.	Students whose teachers involved parents in home learning activities made greater gains in reading achievement. Similar gains were not found in math, probably because reading activities were the most popular involvement practices.	Reaffirms the findings of Rich and other earlier studies that parents can play a positive role in raising the achievement of their children. It also points to the need to develop appealing materials for parents to use in the various curricular areas.

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Adult Learning

TOPS
Training Ohio's Parents
for Success

QUIZ ON ADULT LEARNING FOR USE WITH TRAINERS

The following instrument, created by Norma Hostetler, is based on Ron and Susan Zemke's article "30 Things We Know for Sure About Adult Learning" (Training, June 1983, pp. 45-52). It can help team members clarify their assumptions about how adults learn.

Procedure: Each team member should respond to each question, true or false. Then the group can compare responses.

(If other groups' responses to the instrument have been representative, you can expect intense disagreement on some items. The important point of this exercise, of course, is for team members to clarify their perceptions about adults' learning. But, for the sake of harmony, the correct answers are listed at the end.)

___ 1. Once convinced that a change is certain, adults will engage in any learning that will help them cope with the transition.
___ 2. For most adults, learning is its own reward.
___ 3. Increasing one's sense of self-esteem is not a strong motivation for engaging in learning experiences.
___ 4. There are "teachable moments" in the lives of adults.
___ 5. Wisdom is a separate intellectual function that develops as people grow older.
___ 6. Adults prefer survey courses rather than single-concept, single-theory courses.
___ 7. Information that conflicts sharply with what is already held to be true is integrated more quickly.
___ 8. Fast-paced, complex, or unusual learning tasks interfere with the concepts they are intended to teach or illustrate.
___ 9. Adults tend to take errors less personally and are willing to take more risks.
___10. Adults prefer group-learning experiences over self-directed and self-designed learning projects.
___11. Adults prefer face-to-face, one-to-one access to experts.
___12. A trainer of adults needs to take an eclectic approach in developing strategies and procedures.

Answers

1. T
2. F
3. F
4. T
5. T
6. F
7. F
8. T
9. F
10. F
11. T
12. T

What are the implications of the adult learning quiz for trainer-of-parents?

Source: Staff Development Leadership Teams: A Training Manual, Inservice Education, Ohio Department of Education, 1984.

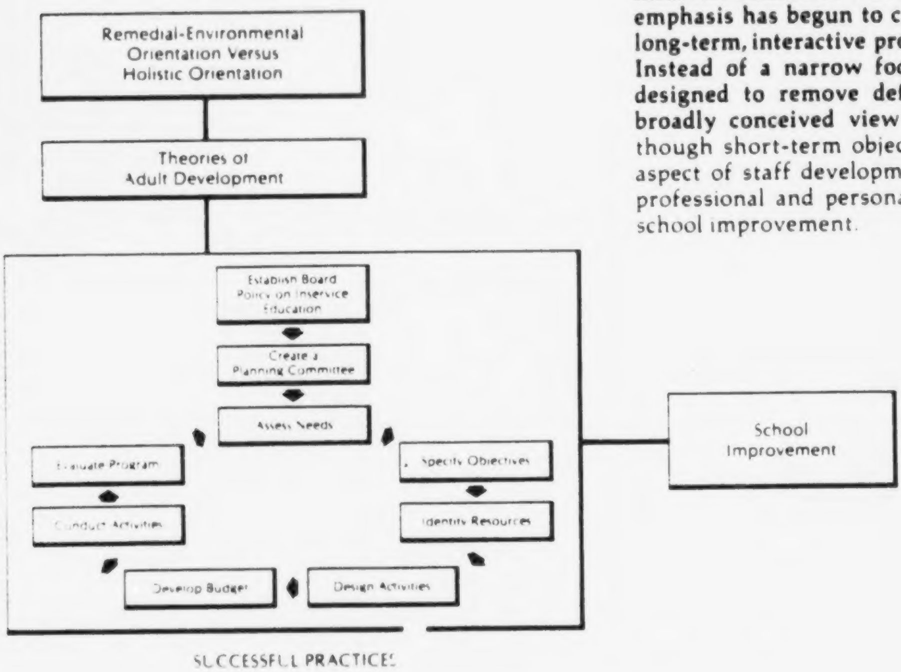
Reprinted from Staff Development Leadership: A Resource Book. Inservice Education. Ohio Department of Education, 1983.

Chapter III

STAFF DEVELOPMENT AND ADULT LEARNERS

Mary Louise Holly, Assistant Professor
Early Childhood Education, Kent State University

FOCUS **There are various images and assumptions associated with staff development. Alternative conceptual models – the remedial-environmental and the holistic – provide perspectives on inservice education programs. These models, when juxtaposed against theories and research about adult development, have important implications that staff development leaders should consider as they plan and implement programs.**


Remedial-Environmental Orientation Versus Holistic Orientation
Theories of Adult Development
Establish Board Policy on Inservice Education
Create a Planning Committee
Assess Needs
Specify Objectives
Identify Resources
Design Activities
Develop Budget
Conduct Activities
Evaluate Program
School Improvement
SUCCESSFUL PRACTICES

Staff development should promote a greater understanding of children and youth, an improved curriculum, better teaching, and an enhanced institutional environment. **The approach or orientation toward staff development is a reflection of assumptions and beliefs. Whether or not these ideas are made explicit, they guide practice.** One of the most important steps in improving staff development, then, is to clarify the conceptual framework.

Historically, staff development has been characterized by prescription and remediation. The purpose of inservice education was to remove deficiencies. This emphasis has begun to change. *Development* **implies a long-term, interactive process of growth and learning. Instead of a narrow focus upon specific activities designed to remove deficiencies, there is a more broadly conceived view of staff development.** Although short-term objectives are still an important aspect of staff development, they are part of larger professional and personal concerns directed toward school improvement.

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There are several explanations for this new perspective. A major reason is that new images of teachers and the teaching process are emerging. Teachers now enter the profession with several hundred hours of theoretical background and practical experience. Continuing professional development is becoming both desired and expected by teachers and administrators. The role of administrators in professional development may also be changing. Siefert and Beck (1981) report that administrators view their role more as instructional leader than as manager.

A new teaching population is also evolving. Teachers invest more time and money in their professional education. A number of people decide upon a teaching career early in life (Lortie, 1975). Many stay in teaching longer. As the demand for new teachers has declined over the last decade, a new stability of school staffs has become possible.

Another important factor in this new perspective is research. As current research efforts are unearthing more of the complexities of school life, the context and boundaries of staff development are becoming more clearly defined.

Professional development, like education itself, is in a state of transition. **What staff development eventually becomes will depend upon people's beliefs and assumptions about teachers and the process of schooling.** (The checklist found in the Appendix is designed to clarify the individual's assumptions about the nature and value of staff development.)

TWO DIVERGENT APPROACHES TO STAFF DEVELOPMENT

Since concepts about staff development have implications for how programs are implemented, it is useful to consider two major alternative theories of staff development. Both of these approaches—remedial-environmental and holistic—illustrate how values and assumptions shape staff development activities.

The Remedial-Environmental Orientation

Historically, the remedial-environmental orientation to staff development has been preponderant. The image of the teacher is a behavioristic one which can be traced back to John Locke and the concept of *tabula rasa* ("blank slate"). Emphasis is placed upon the environment—setting up events and circumstances which will shape teachers into more adequate, competent people. The major concerns are, how can teachers and teaching be improved? and how can teachers keep up with new demands and knowledge?

By diagnosing teachers' "needs," the specialist can prescribe offerings. Teachers are looked upon as learners who are more highly experienced, more set in their ways, more complex in their reasoning, and, therefore, more difficult to teach than children. Adults do, however, share characteristics with children but on a different level. For instance, concepts such as imitation, modeling, and reinforcement, derived from social learning theory, have been applied to inservice education. Current use of such techniques is widespread and reportedly has been successful in changing teachers' behavior. Like their students, teachers need time not only to learn new information but also to practice it through guided application.

Many remedial-environmental concepts and techniques have implications for staff development. Reinforcement of desired teacher behavior through personal rewards such as smiles and encouraging statements, for example, tend to be among the most powerful external reinforcers. **When teachers are taught with methods that exemplify the behaviors which they are to use with children, application is more likely. The concept of modeling is useful in staff development programs. The modeling concept suggests why the principal is so important in staff development. As an active participant, the principal's behavior is an explicit endorsement of the inservice activities.**

Most traditional inservice education has been conducted in large group settings, often in district-wide and K-12 meetings. Yet smaller, more homogeneous groupings often promote learning which cannot take place in large groups. Grouping teachers by level of experience, especially when working on skill development, may provide a greater balance between challenge and mastery.

A remedial-environmental approach can also be applied to developmental stages through the careful shaping of the environment to fit the adult's stage of development. Staff development activities could, for example, be designed for beginning teachers, teachers with several years experience, and highly experienced teachers. Presumably, when teachers with similar experience are grouped together, they will feel more comfortable learning new skills.

The Holistic Orientation

This staff development perspective focuses on the personal dimensions of growth. Whereas in the remedial-environmental approach, emphasis is placed upon change shaped by the environment, the holistic theory sees each person as the agent of change. Rather than a "blank slate," the individual is an "active meaning seeker." The view is called *holistic*, for all facets of growth and development are addressed as one unit. Physical, social, emotional, and cognitive development are but aspects of the whole person. The theory affirms the dynamic aspects of the growing organism; health and personal integration are primary goals.

Historically, such an approach has ties with Rousseau who believed in the natural goodness of the person. The basic purpose of education, he believed, was the development of the individual. In holism, the power of the environment is recognized, but the important difference is the active role of the individual. Three major concepts are instrumental to understanding the holistic approach: perception, self-concept, and motivation.

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Perception From a perceptual view of the individual, "all behavior, without exception, is completely determined by, and pertinent to, the perceptual field of the behaving organism" (Combs & Snygg, 1959, p. 20). A person acts upon what he or she perceives at a given moment. This perception is the result of how one sees oneself, how one sees the situation in which one is involved, and the interrelations of these two (Combs, Avila, & Purkey, 1971). A person's perceptions are situational. The reaction that a teacher has to a classroom event, therefore, depends upon how he or she is interpreting it at that moment.

Learning (which is change as a result of experience) occurs through two processes: acquiring information and personalizing it. Unless the information is personalized, according to Combs and Snygg (1959), it is of little value. The better able an individual is to discover relationships among the self, culture, and society, the more satisfying will be the person's relationship with the world around her or him. This theory has implications for staff development. To be effective, staff development must have perceived relevance, of course. But the person's experience and motivation must also be considered if staff development activities are to become more than simply acquiring information. **This means, by implication, that individuals must have a chance to personalize the new knowledge or skill if change is to result.**

Self-concept. The self is the force that orchestrates all aspects of development. Its major components are always in a dynamic state of interaction (Figure 1). The teacher's self-concept is critical because it is "how the individual sees himself that is enabling or disabling. The crucial matter is not so much what you are, but what you think you are" (Kelley, 1962, pp. 9-10).

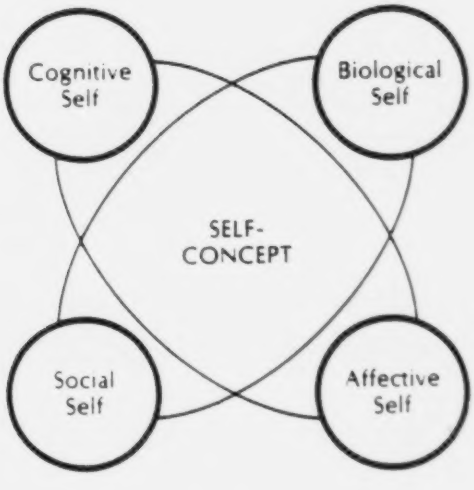

Figure 1. Major Interactive Components of the Self

Jersild (1955) emphasizes that an essential function of education is to help the student know and accept herself or himself. Student acceptance can occur only if the teacher is also actively engaged in the pursuit of self-knowledge and acceptance. "The process," he writes, "is not something an instructor *teaches* others. It is not something he does *to* or *for* them" (p. 14). For persons who assist teachers in staff development, the message is similar. Staff development leaders must first be comfortable with their own emotions so that they can empathize with others.

Motivation. Each person, according to Maslow, is to a large degree a self-created individual. The way to help people grow is to assist them in understanding their motivation. To understand human motivation, Maslow conceptualized a hierarchy of needs (Figure 2). The first four needs are "deficiency needs" which are different from growth or "being needs" in fundamental ways. As a person acts to get rid of deficiency needs, unpleasant tensions are reduced. By contrast, satisfying being needs produces a pleasurable form of tension. These needs are satisfied by the individual as he or she moves toward "self-actualization" (Maslow, 1968, p. 26).

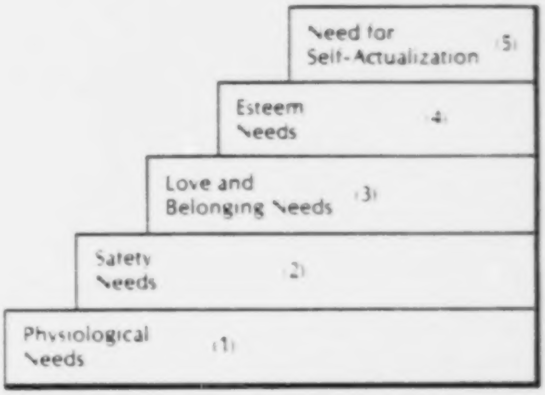

Figure 2. Maslow's Hierarchy of Needs

People act differently if they are motivated by growth needs. Maslow writes:

> So far as motivational status is concerned, healthy people have sufficiently gratified their basic needs for safety, belongingness, love, respect and self-esteem so that they are motivated primarily by trends to self-actualization (defined as ongoing actualization of potentials, capacities and talents . . . as a fuller knowledge of, and acceptance of, the person's own intrinsic nature, as an unceasing trend toward unity, integration or synergy within the person) (p. 25).

From a holistic point of view, questions should be posed, during the planning process, about how staff

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development programs might help to meet these needs. How might a given teacher's esteem needs be met? In what ways might the staff be supportive of each other's esteem needs? Being needs can be promoted through insuring favorable environmental conditions. How might a teacher's inquiry into child development be supported? How can teachers be supported in self-directed and cooperatively defined endeavors?

The "needs" which Maslow discusses are of a very different sort than those usually referred to in planning for staff development. Needs assessment procedures, for example, frequently focus upon narrow skill, methodological, or knowledge areas. **These assessments often totally ignore the larger human processes or motivations that enable teachers to acquire, or even want to acquire, new skills or knowledge.** A teacher who has a low self-concept and feels little self-esteem must deal with these feelings before he or she can improve professionally. Placing teachers in positions where their inner resources are fostered is one way to encourage self-esteem. As self-esteem is enhanced, an individual can be motivated to pursue the highest level of Maslow's hierarchy.

According to Maslow, creativity is a normal manifestation of psychological health. **One implication for staff development leaders is to promote opportunities where the creative abilities of participants can be fully realized.** Lugo and Hershey (1979) have identified several characteristics of creative persons; these include a youthful attitude and ability to be child-like at times; a feeling of self-confidence and autonomy; an openness to experience; the ability to tolerate ambiguity; and a sense of humor. It is interesting to consider the types of staff development possibilities that might emerge if such characteristics were enhanced.

The holistic approach underscores the notion that each person is inherently creative and capable of change. But this theory stresses that meaningful change is not extrinsic to the individual. **Conditions which allow the individual the freedom to grow are more important than trying to diagnose, and thus alleviate, a specific need or deficiency.**

THE ADULT LEARNER

Increasing attention to adults as learners and as educators has yielded research which has implications for staff development. Teachers pass through various career stages, which require different staff development activities. Theories about how adults learn can assist in designing programs congruent with adult needs.

Career Stages

Yarger and Mertens (1980) have described various career stages, indicating inservice activities which are appropriate to each. The beginning teacher moves from the relatively supportive environment of a college into the complexity of school life. Discipline, teaching skills, and content knowledge are some of the uppermost concerns of these teachers.

The teacher with three- to eight-years experience is usually more stable, tenured, and able to function in the classroom with a fair degree of confidence. Mastering content and developing in new professional roles (team leader, administrator) are frequently concerns at this stage.

Highly experienced teachers should be involved in well-designed assessment activities. They often do not have the same interests as less experienced teachers. Drawing upon their experience in productive ways is important both for the rest of the staff and for their own feelings of worth. **Representatives of each career level should assist in planning and implementing staff development activities.**

Fuller (1969) describes three stages which teachers pass through in their careers. First is the "survival" stage; the teacher's main concern is with personal adequacy. In the second stage, "mastery," a teacher concentrates upon content, methods of teaching, and developing teaching skills. The third stage, "impact," is when the teacher becomes concerned with her or his influence upon the student. According to Fuller, if teachers are to be interested in efforts designed to assist their growth, activities should reflect their concerns. It will take careful planning, however, to differentiate needs even within the career-stage groups.

Adult Learning Theory

Perhaps the leading theorist of *andragogy*—the art and science of teaching adults—is Malcolm S. Knowles. His extensive experience with adult education should be considered when formulating staff development programs. Drawing upon the work of Lindeman, Knowles (1978) has listed five basic principles of adult learning theory:

> 1. Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities.
> 2. Adults' orientation to learning is life-centered; therefore, the appropriate units for organizing adult learning are life situations, not subjects.
> 3. Experience is the richest resource for adults' learning; therefore, the core methodology of adult education is the analysis of experience.
> 4. Adults have a deep need to be self-directing; therefore, the role of the teacher is to engage in a process of mutual inquiry with them, rather than to transmit his or her knowledge to them and then evaluate their conformity to it.
> 5. Individual differences among people increase with age; therefore, adult education must make optimal provision for differences in style, time, place, and pace of learning. (p. 31)

Based upon these principles, staff development leaders have several guidelines for meeting adult needs. **Participants should plan and implement their own learning experiences. There should be an open, trusting atmosphere where mistakes are viewed as opportunities for learning. The knowledge and skills should be directly applicable to the participants' daily needs and problems. Most important, in terms of transferring the knowledge to the classroom, participants should have opportunities to try out the new learning quickly.** Without immediate follow-up activities where participants can practice their new knowledge or skills, there will be a minimal impact (Joyce & Showers, 1980).

Besides needing the opportunity to apply new learning quickly, adults have optimal moments when they are most receptive to learning. Adults' readiness to learn occurs when learning opportunities are directly applicable to their personal professional lives (Knowles, 1978). Adults' receptiveness should be considered when planning the design of staff development programs.

IMPLICATIONS FOR STAFF DEVELOPMENT LEADERSHIP

There are several parallels in the research on adult learners and the research conducted on effective staff development programs. Among the recurrent topics are the allotment of time, the climate for growth, and the relationship between personal relevance and school effort.

The Allotment of Time

There are four basic problems relating to time which are repeatedly reported in the literature of professional development. **In general, too little time is spent on inservice education and staff development; the time allocated is inconvenient and inconducive to learning; there is not enough time for follow-up, and the available time is often wasted.**

A constructive way to look at time is to identify what and when professional development activities take place informally. When do teachers interact? Recess, lunch, planning periods, meetings, conferences, before and after school? When is there time for staff members to reflect upon what they do and what their aims are? How much time is formally and informally allocated? How might time be restructured?

Several researchers have pointed out the perceived benefit of time for teacher interaction (Ainsworth, 1974; Holly, 1977, Yarger, Howey & Joyce, 1980). Knoblock and Goldstein (1971) reported, for example, that as a group of teachers "opened up" with their colleagues, improvement in communication with their students also occurred.

There is general agreement among researchers that more time should be allocated for professional development. **From a sociological perspective, the cellular organization of time and space encapsulates and isolates staff members. From a human development perspective, time for reflection, application, and playing with ideas is essential to adult learning.**

A Climate for Growth

Although the climate or atmosphere within which staff development takes place cannot guarantee growth, it is rarely neutral and usually either facilitates or retards growth. In an environment where people trust and respect each other, the inclination to be defensive diminishes. An environment which is informal and open, where teachers have the opportunity to share and discuss problems of importance to them, is imperative. Turner (1970) has pointed out that there should be a relaxed atmosphere in which teachers feel free to experiment and to share ideas.

Even beyond the need to share experiences, a climate which is supportive of that most splendid of all human capacities—play—is also necessary. Most inservice education has fallen into the category of rule-governed activity. Teaching educators skills, methods, and techniques has usually meant training them. But activities that challenge the creative capacities of staff members are also quite important. Prescriptions and misused theories often hinder dynamic staff development activities characterized by flexibility and creativity. A climate which encourages staff members to explore their inner resources produces professional growth.

Personal Relevance and the School Effort

Staff development should help teachers develop personally as well as professionally (Yarger, Howey & Joyce, 1980). Teachers want to fulfill particular needs in individualized ways. But their personal development is strengthened by ongoing professional growth through the school district. Successful staff development programs are linked to long-range effort (King, Hayes & Newman, 1977; Rand Corporation, 1975). Lawrence et al. (1974) have found that teachers are "more likely to benefit" from "activities" that are part of a "general staff development plan" (p. 15). **Worthwhile staff development has also been associated with written philosophical and goal statements which explain the rationale for professional activity.**

A useful method for synthesizing the individual's staff development efforts with the larger school program is group discussion. Through group discussion, teachers can shae common problems and gain support from colleagues. This mutual support helps eliminate teachers' feelings of isolation. Group discussion embodies two crucial elements that have been found necessary in effective inservice programs. **The teacher is part of a group effort, and at the same time is also an individual.** A balance between the individualized and the collective experience in staff development programs has been outlined by Sprinthall and Sprinthall (1980) who have enumerated six promising practices:

> ***Role taking experiences.*** Growth toward more complex levels of cognitive-development functioning appears to be most influenced by placing persons in significant role taking experiences. A substantial difference is to be noted

> between role playing (simulation, games, fantasy trips, etc.) and actual role taking. In the latter case, the person is expected to perform a new and somewhat more complex interpersonal task than his or her own current preferred mode. The experience is direct and active, as opposed to vicarious and indirect . . . . For preservice and inservice teachers, role taking may involve teaching counseling skills and/or supervision skills, or employing new teaching 'models.' . . .
>
> ***Qualitative role taking.*** A second consideration concerns the qualitiative aspects of such experience based role taking. Obviously . . . major differences are inherent in what anyone can learn from experience . . . . What we need to chart is the learning potential implicit in particular kinds of experience-role taking that are neither beyond the each nor below the grasp of an individual learner. Role taking could be a significant educative or miseducative activity depending upon the calibration or the experiential match.'
>
> Developmental stage differences imply major differences in the initial ability to role take . . . .
>
> ***Guided reflection.*** In addition to 'real' experience, we see a genuine need for careful and continuous guided reflection. Again, in a Deweyan sense, unexamined experience misses the point. It appears that an inordinate commitment to this concept is required to make it work. Apparently, the general educational enterprise rarely teaches anyone how to reflect upon real experience . . . Teaching how to ask questions, examine experience from a variety of views, etc., seems at least coequal as a growth stimulus to providing real experience. Naturally, there are always some in each group who, for whatever reason, are reflective. Yet, for the majority, structured learning seems requisite to promote rigorous examination.
>
> ***Guided integration.*** Balance is needed between the real experience and discussion/reflection/teaching . . . . Guided integration appears essential.
>
> ***Continuity.*** Programs need to be continuous. Rarely will a single three credit course provide a sufficiently in depth experience to produce significant change. The time line for significant change should extend over at least a one year period . . . . Without continuity during both the acquisition and transfer phase, new instructional techniques may be placed quickly into desk drawers, atop new curriculum guides. As a result, both new techniques and new content quietly gather dust.
>
> ***Personal support and challenge.*** Since staff development represents by definition functioning at a new and more complex level, instruction needs to provide for both personal support and challenge. The general role of a leader must include, at a minimum, the ability to model a variety of teaching modes. (pp. 44-46)

The practices advocated by Sprinthall and Sprinthall provide a synthesis of recurrent themes in the literature on staff development. **These types of experiences enable participants to approach their growth and the growth of their colleagues as part of a long-term commitment to staff development.** Ideas such as role taking, guided reflection, and personal challenge are not new. But to implement them fully in a school district will be a challenge for staff development leaders.

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SUMMARY

As a result of research conducted over the past 10 years, the characteristics of effective staff development programs have become increasingly clear. These characteristics of effective inservice activity closely parallel the literature on adult learners in general. **To be successful, staff development programs should embody these concerns:**

- **Practicality**
- **Choice**
- **Classroom instructional improvement**
- **Small-group participation**
- **Building-level activity for school improvement**
- **Systematic development**
- **Self-direction**
- **Variety**
- **Teacher-teacher sharing**
- **Personal as well as professional development**

Like the research on adult learners, the two major approaches to staff development—the remedial-environmental and the holistic—provide valuable contributions when planning and implementing inservice activities. In the remedial-environmental orientation, stress is placed on the importance of the environment in promoting change. Modeling and imitation are powerful influences upon development. The holistic orientation to staff development emphasizes the importance and uniqueness of the growing persons who guide the development and learning of children and youth.

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CHARACTERISTICS and IMPLICATIONS of ADULT LEARNING THEORY

CHARACTERISTICS of ADULT LEARNERS	IMPLICATIONS for ADULT LEARNING	IMPLICATIONS for DESIGN & PRESENTATION
1. Self-concept: The adult learner sees himself as capable of self-direction and desires others to see him the same way.		
2. Experience: Adults bring a lifetime of experience to the learning situation. The adult tends to define who he is in terms of his experience.		

CHARACTERISTICS and IMPLICATIONS of ADULT LEARNING THEORY

CHARACTERISTICS of ADULT LEARNERS	IMPLICATIONS for ADULT LEARNING	IMPLICATIONS for DESIGN & PRESENTATION
3. Readiness to learn: Adult developmental tasks move increasingly toward social and occupational role competence and away from the more physical developmental tasks of childhood.		
4. Orientation to learning: Adults have a problem-centered time perspective.		
5. Individual Differences: Differences in ways people approach problems, handle risk, process information, and organize their thinking widen with experience.		

Reprinted from Staff Development Leadership Teams: A Training Manual. Inservice Education, Ohio Department of Education, 1984.

Appendix B: Components of Effective Inservice Training

COMPONENT	WHAT IT DOES	HOW TO DO IT	WHAT GOOD IS IT?	COMMENTS
THEORY	Provides rationale and description of the skill or technique, including potential uses.	Readings, lectures, films, discussions.	Raises awareness; increases conceptual control of a subject.	When used alone, theory rarely results in skill acquisition or transfer of skills into the classroom.
MODELING OR DEMONSTRATION	Enacts the teaching strategy or skill.	Live demonstration with children or adults; films, television, or other media.	Has considerable effect on awareness; some effect on knowledge; increases mastery of theory.	Modeling alone is unlikely to result in the acquisition or transfer of skills unless accompanied by other components.
PRACTICE	Gives experience with a new skill or strategy.	Simulation of the event with peers or small groups of children.	Once awareness and knowledge have been achieved, practice is an effective way of acquiring skills and strategies.	Practice is an extremely effective way to develop competence in a wide variety of classroom techniques.
FEEDBACK	Offers a system for observing teaching behavior and provides the opportunity to reflect on teaching.	Can be self-administered; provided by peers, observers, coaches, on a regular or occasional basis.	Results in greater awareness of one's teaching behavior and knowledge about alternatives.	Changes in behavior will persist as long as feedback continues; then behaviors gradually return to the original point.
COACHING	Supplies support, technical assistance, and commitment to the teacher.	Use other teachers, supervisors, professors, curriculum consultants as coaches.	Helps teachers to analyze content and approach and make plans to help students adapt.	This element is especially necessary in the mastery of new approaches or skills; it encourages implementation.

LEADER'S GUIDE FOR GROUP FACILITATION

I. An Effective Group Leader

  A. Is likeable
  B. Is nonjudgmental
  C. Relates well to the group
  D. Is low-key
  E. Is a facilitator - not an expert
  F. Models the skills being taught

II. The group leader sets the stage for a successful meeting by

  A. Creating a relaxed, nonjudgmental atmosphere
  B. Opening each session with an icebreaker
  C. Being flexible
  D. Being a good listener
  E. Being prepared
  F. Presenting a short lecture on content followed by discussion and group activities
  G. Establishing group cohesiveness
  H. Avoiding evaluative statements, such as

  "You're wrong."
  "That's not right."
  "Excellent!"

  I. Using nonevalutive statements, such as:

  "That's interesting."
  "That's a new way to look at it."
  "That's the first time I've heard of that."

III. A good leader prepares by

  A. Doing his/her homework
  B. Knowing the needs of the audience
  C. Studying the manual before a session
  D. Practicing the activities before the session
  E. Knowing where to look for an answer
  F. Preparing an agenda before the session
  G. Being creative

IV. A good leader establishes the ground rules in the beginning by

  A. Explaining that the format is established but flexible
  B. Designating breaks
  C. Stressing the importance of confidentiality

Source: Arkansas Parents: Partners in Learning Experiences, Training Manual,
Arkansas Department of Education

Self-esteem

TOPS
Training Ohio's Parents
for Success

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"Encouraging Positive Self-Concepts in Children"

"Mirrors - A Program About Self-esteem" (free-loan order form for video)

"Leading Children to Self-esteem - A Guide for Parents" (brochure cover)

INTRODUCTION TO SELF-ESTEEM

Fostering a sense of self-esteem in their children is one of the most important tasks of a parent. Self-esteem develops gradually, beginning in early childhood, and builds as children are nurtured, respected, and appreciated.

There are numerous things parents can do at various stages of development to enhance a child's self-esteem. This section contains suggestions that parents can use. Additional suggestions are included in several of the remaining sections.

Trainers should keep in mind that parents who do not feel good about themselves will find it more difficult to relate to their children in ways that build self-esteem. An important goal of any parent-involvement program, therefore, should be to help build parents' self-esteem. (See "Building Self-esteem in Parents.")

BUILDING SELF-ESTEEM IN PARENTS

Parents with high self-esteem are much more likely to rear children who have high self-esteem. Conversely, parents who do not feel good about themselves have difficulty facilitating self-worth in their children.

One way trainers can help parents improve their parenting skills is to find ways to help build parents' own self-esteem. This may be done in a number of ways, including

- Helping each parent feel an important part of the group (e.g., calling by name, telephoning if absent)
- Using active listening skills, so a parent feels heard and understood
- Showing respect for each individual
- Acknowledging feelings
- Encouraging idea sharing
- Helping parents identify their strengths
- Avoiding "talking down" to parents

In the space below, add other ways to help build self-esteem in parents.

MY SELF REVIEW

1. What things do you do that make you feel good about yourself?

2. Are there things you or others do that make you feel bad about yourself?

3. How do you see your family members affecting each others' self-esteem?

4. Are there things you would like to change about yourself? If so, what?

5. Pick one thing you can and want to change, and decide what you will do this week to begin to implement that change.

Source: Adapted from "Parents and Adolescents Can Talk," Department of Home Economics, Montana State University, Bozeman, Montana

POSITIVE STATEMENTS

In the space below, write positive statements about yourself. Write as many as you can; then ask family members or friends to add to the list. Make this an ongoing project. Keep this page in a handy place where you will see it regularly. Continue to add positive statements as you think of them.

Parent Tip

Self-Esteem

The Key to Success in School and in Life

Self-Esteem...

Critical decisions in children's lives, such as whether or not to use drugs or to stay in school or drop out, are affected by their sense of self-worth—**their self-esteem.**

Helping children develop good self-esteem is probably the most important thing parents can do for their children, because self-esteem is the foundation on which children build the rest of their lives.

- People with high self-esteem are capable of making good decisions, proud of their accomplishments, willing to take responsibility and able to cope with frustration.
- Self-esteem is closely tied to family and environment. When children feel that they are listened to, taken seriously and genuinely cared for, their self-esteem is high.

Source: The National PTA, "Back to School Guide for Parents" special advertising section, *Redbook* Publication 1987, The Hearst Corporation. For additional materials and information write The National PTA, 700 North Rush Street, Chicago IL 60611.

15 ways to help children like themselves

1. Reward children. Give praise, recognition, a special privilege or increased responsibility for a job well done. Emphasize the good things they do, not the bad.
2. Take their ideas, emotions and feelings seriously. Don't belittle them by saying, "You'll grow out of it" or "it's not as bad as you think."
3. Define limits and rules clearly, and enforce them. But do allow leeway for your children within these limits.
4. Be a good role model. Let your children know that you feel good about yourself. Also let them see that you too can make mistakes and can learn from them.
5. Teach your children how to deal with time and money. Help them spend time wisely and budget their money carefully,
6. Have reasonable expectations for your children. Help them to set reasonable goals so they can achieve success.
7. Help your children develop tolerance toward those with different values, backgrounds and norms. Point out other people's strengths.
8. Give your children responsibility. They will feel useful and valued.
9. Be reasonable. Give support when children need it.
10. Show them that what they do is important to you. Talk with them about their activities and interests. Go to their games, parents' day at school, drama presentations, awards ceremonies.
11. Express your values, but go beyond "do this" or "I want you to do that." Describe the experiences that determined your values, the decisions you made to accept certain beliefs, the reasons behind your feelings.
12. Spend time together. Share favorite activities.
13. Discuss problems without placing blame or commenting on a child's character. If children know that there is a problem but don't feel attacked, they are more likely to help look for a solution.
14. Use phrases that build self-esteem, such as "Thank you for helping" or "That was an excellent idea!" Avoid phrases that hurt self-esteem, "Why are you so stupid?" "How many times have I told you?"
15. Show how much you care about them. Hug them. Tell them they are terrific and that you love them.

Remember the Power of Praise!

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WAYS TO BUILD YOUR CHILD'S SELF-ESTEEM

1. Set aside time to give each child your undivided attention, without teaching, scolding, or "improving" him in any way. Thirty minutes before bedtime is a particularly "impressionable" period.

2. Develop a child's sense of belonging to family, community, and school.

   - Share your feelings, interests and hobbies. Let the child know that her interests, too, are valued by the family. Strengthen family ties. Keep a picture of the whole family by the child's bed, where he will be reminded daily that he has a place in the family also. Teach children about their past and about yours.

   - Set rules and regulations that emphasize family unity. Insisting, for example, that "In this family we build each other up, not tear each other down," can have startling results.

   - Develop procedures for resolving conflicts. Many families find the "family council" approach very useful for this purpose.

   - Give each child her own physical space in the home, even if it is only a shelf or a corner of a room shared with a sibling. Decisions about what to keep in this space or how to keep it should be made by the child. A child should have her own seat at the table, too, so that there will be an obvious "hole" if she misses a meal.

3. Increase your child's responsibility and power. Teach choice. Tell your child that life doesn't just "happen" to you, but rather is a "do it yourself" proposition. Your own actions contribute to outcomes that make a difference. Help children become aware of how they make decisions and how their choosing could be improved, without resorting to an "I told you so" approach. Perhaps most importantly, teach children that they are responsible for what they feel, that they cannot blame others for their feelings.

   - Teach social competence. Teach children to influence others in a positive way. Insist upon good manners, and set a good example by using them yourself.

   - Teach the importance of participating and earning one's keep. Even a toddler can carry the wastebasket to the door. Working for or toward something they want, thereby earning it, contributes enormously to helping children learn responsibility.

   - Never do for a child what he can do for himself. There are exceptions, of course, such as when he is ill. Limiting his amount of television viewing also helps, because he then must rely more on his own resourcefulness to entertain himself.

- Help your child experience success. Break difficult tasks into small steps, and offer help and encouragement. Focus on a child's strengths and aptitudes. Encourage your child to take on increasingly challenging tasks and responsibilities and (within limits) to take risks. Help children set their own goals and devise plans for their accomplishment.

- Avoid criticism, comparison, and competition. Destructive criticism cripples children more than physical handicap does. Criticism is almost never effective in improving behavior and almost always leads to anger and resentment. Of course parents should point the way to better behavior and be firm in discipline. But there are better ways to accomplish these things. Comparing a child to others is also often harmful to a sense of competence and power. Competition (especially among siblings) frequently breeds feelings of inferiority in the loser and guilt in the winner.

- Respect a child's uniqueness. It is extremely important to inspire children about their own potential. Look for and acknowledge ways in which your child has a special approach to a task, for example.

- Discipline wisely. An effective system of discipline allows a parent to manage a child's behavior without having to resort to anger, yelling, or manipulation -- all of which can damage your parent-child relationship.

- Assess your own self-esteem. One of the most powerful ways parents help their children's self-esteem is by building their own. Parents with low self-esteem tend to have trouble facilitating self-worth in their children.

- One way to build your own self-esteem and your child's perception of you as a self-confident person is to become involved in school activities. Studies show that children whose parents attend parent group meetings regard their parents and themselves more highly. In other words, self-esteem "rubs off!"

Source: Arkansas Parents: Partners in Learning Experiences. Arkansas Department of Education

HELPING YOUR CHILDREN BUILD SELF ESTEEM

Being an adolescent has never been easy. Adolescents go through enormous changes, both physical and emotional. As a result, they are often unsure of themselves, indecisive, eager to fit in with the crowd and easily swayed by their friends' opinions.

Youngsters today must shoulder even more pressures than their parents faced at the same age. Findings from a *Weekly Reader* survey show that children as young as nine years old are feeling pressure to experiment with alcohol and other drugs; more children are having sex and at younger and younger ages, with the result that there are 1.1 million teenage pregnancies annually; and suicide is becoming a serious problem as children see it as an escape or as an alternative to solving their problems.

But no matter how times have changed, one thing remains the same: if a child's sense of self-esteem is strong, he is less likely to fall prey to potentially hazardous temptations and more likely to become a happy, secure, and productive adult.

A sense of self-worth isn't something parents can simply hand to their children. It is something children must develop for themselves. However, parents can help make the process easier.

According to Ann Lynch, first vice president of the National PTA, "Parents play a vital role in establishing their children's self-image. Their attitude toward their children can greatly influence their children's attitude toward themselves." Self-esteem develops gradually, beginning in early childhood. It is built up as a child successfully copes with everyday life and everyday problems. Showing your children that you trust their capabilities, support their efforts, and appreciate them as individuals can help them develop positive self-images. Always reward your children's accomplishments, no matter how minor they may appear to be. Remember, everything is new to young children. Tying their shoes, for example, although it may be an automatic process for adults, takes a concerted effort on their part to do. Let your children know how proud you are of them when they master skills such as this. Your pride will help them feel competent and good about themselves.

Armed with a strong sense of self-worth, your children will be better

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CONTINUED FROM PTA 16

equipped to make healthy, competent decisions. They will also be less influenced by others and less likely to be seduced by peer pressure into engaging in unhealthy activities in order to be accepted by their group.

In order to show your children that you feel they are competent individuals, you must be able to communicate with them. You can build your communication skills in a number of simple ways.

First, it's important that you listen—really listen—to what your children have to say. They will confide in you more readily if they think that you'll hear and understand. Show them that you think their concerns are valid. What might seem minor to you may be extremely important to your children.

Never underestimate the power of praise as a motivator. Children who receive praise and encouragement have more confidence in their abilities.

Try to make your praise specific. For example, instead of saying, "You were a good boy today," say, "I really appreciate the way you cleared the table and got your homework done before you turned on the TV."

Always let your children know that you love and care about them. Hugs, kisses and other positive touches all help children to feel that you love and approve of them.

Observe and comment on your children's strengths and successes rather than dwelling on their failures. For example, children who bring home report cards with only average grades may be outstanding in nonacademic areas—perhaps they are highly artistic or exceptionally considerate of their friends or grandparents. Let them know that you appreciate their good points.

It's possible that you may be sending your children the wrong messages without realizing it. For example, do you thank them when they do household chores, or do you criticize what they've done incorrectly and redo the job yourself? Do you complain when they are bad rather than compliment them when they are good? While these may sound like insignificant questions, it's important that you realize how much your encouragement and praise help shape your children's view of themselves.

Try not to communicate a negative attitude to your children regarding their capabilities. Making comments like "You never get things right" or asking questions like "Why are you so dumb?" causes children to doubt their abilities. So watch what you say, especially when you are angry. It's amazing how long children remember the bad things parents say about them and how destructive such words can be.

Everyone has talents, attributes, feelings, and goals that make them special. Parents can make sure that their children recognize and appreciate their own specialness by encouraging them to develop realistic personal goals. Every goal that they reach will build their self-esteem and give them confidence. Goals also help young people reject some of the negative influences they may face; they come to recognize that destructive behavior, such as taking drugs, for example, prevents them from reaching their goals.

Establishing realistic goals for your children, and letting them know that you are proud of them as long as they put forth their best efforts, will make them feel good about themselves and give them confidence to try new things.

If you foster a sense of self-esteem in your children, you should see positive results in both their academic and social skills. You should also see them become happy, productive, and confident adults, having received the most important gift that you as a parent can bestow.

SELF • ESTEEM A WEAPON AGAINST DRUGS

Peer pressure exerts a powerful force. *So* powerful, in fact, that under its influence children will often act against their better judgment. This is particularly true for children who lack a strong sense of self-esteem. Young people with low self-esteem often feel a great need to be accepted by their peers and may not have the inner strength to say "no" to alcohol or drugs, so it's important that parents teach their children to feel confident and have a strong sense of self-worth. Here's how:

Teach responsibility—Give younger children meaningful tasks that are equal to their age and talents. A five-year old, for example, cannot be expected to walk a dog on the city sidewalks, but *can* be expected to fill it's water bowl.

As children grow older, they should assume additional responsibilities. Teens should recognize, for example, that if they are caught smoking at school, there are consequences to pay.

Allow children to make decisions—Only by allowing children to make decisions themselves—even wrong decisions—will they ever learn to make the right choices in life. Start their decision-making processes early. For example, let them choose between going to the zoo or the circus. Gradually, as you see their judgments mature, you can let them make decisions of greater consequence.

Practice making decisions with your kids by role playing. Pretend you're one of their friends and that you've had something to drink. Offer to drive them home. Discuss their options.

Exercises such as this will foster your children's independence and prepare them to become responsible adults. By the time they're old enough to be offered drugs, they'll be confident and secure enough to know that their true friends will respect their choices.

Offset peer pressure—To resist peer pressure, children must discover a sense of self-worth, and adults need to set them a good example. Show your children what it takes to be a happy, self-confident and strong individual. Don't let them see *you* succumb to adult peer pressure and do things you know are unwise like drinking more than you should or using drugs.

Communicate—The key to any relationship is communication, especially so when it comes to discussing drugs and alcohol. Children will be curious about various drugs, especially when they start hearing about them at school, so talk about them before your children bring up the subject. Be able to answer any questions they have or be honest and tell them you don't know the answer but that you will find out and let them know.

Express your opinions but respect theirs, too. Show that you value their viewpoints.

Give positive feedback—Let your children know that you appreciate the special things they do. Comment on their special qualities, strengths, and positive characteristics.

Talk with your children. While you can't control all their decisions, you *can* help them feel good about themselves. In the final analysis, their sense of self-esteem will play a large part in determining whether they use alcohol or other drugs.

Source: The National PTA-88, a Redbook Special Section, The Hearst Corporation.
For additional information write The National PTA, 700 North Rush Street,
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Self-esteem

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YELLOW TAB

PARENTING: THE UNDERDEVELOPED SKILL

A JOINT PROJECT OF THE NATIONAL PTA AND THE MARCH OF DIMES

Help Your Children Like Themselves

- **Be a good role model.** Let your teens know that you feel good about yourself. Be human with your children. If they see that you too can make mistakes and improve yourself because of them, they will be able to accept their own mistakes and use them as learning experiences.

- **Clearly define and enforce** limits and rules.

- **Show respect and allow for individual action** on the part of your preteens and teens within these given limits.

- **Reward teens** when you can. Give praise, recognition, a special privilege or increased responsibility and freedom for a job well done.

- **Accept your children as they are.** Don't expect them to fit into your mold for them.

- **Take their ideas and emotions seriously.** Your t[illegible] see their problems as real as you see yours. Don't belittle them by saying, "You'll grow out of it" or "It's not as bad as you think it is."

- **Make available a wide range of activities** for your children so that they can find the talent or activity that they enjoy and do well. This talent will help compensate when they feel inadequate in other areas during adolescence.

- **Encourage activities** that make your children feel good. These might include photography, handicrafts, working in the garden. At times they need to do something not as obviously productive as the above activities to make themselves feel better. Allow them time for activities such as skipping stones, playing games, talking on the phone, making paper airplanes, reading sports magazines, people watching.

- **Teach your preteens and teens how to deal with money.** Help them budget the money they have now so that they can budget larger quantities when they're in college or working. Teach them to spend their allowance wisely, balance their bank account a[illegible]ll out tax forms, take care of the odds and ends of budgeting.

- **Have reasonable expectations** for your children. Give them goals at which they can succeed. Success breeds success!

- **Concentrate on improvement,** not perfection. Give encouragement with each step.

- **Help your children develop tolerance** toward those with different values, backgrounds, norms, etc. Help them appreciate other peoples' *strengths.*

- **Give your children the responsibility** of helping someone else. They will feel more useful, more valued.

- **Be available.** Give support on a task when they ask for it. Make sure they know that you will help if they want you to help.

- **Let them know that you value and care about them.**

- **Show them that what they do is important to you.** Talk about their activities with them. Go to their games, parents day at school, drama presentations, awards ceremonies.

- **Remind them of the special things they have done.** It is more important that they be reminded of the good things than the bad.

- **Tell your children they're terrific and that you love them.** Sometimes, especially during adolescence, they don't hear that from anyone else.

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- *Life Planning Education*, The Center for Population Options, March, 1985.
- *Our Children's Self-Esteem, Family Life Educator Selected Articles, vol. 1-3, Network Publications.*

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March of Dimes

Self-esteem

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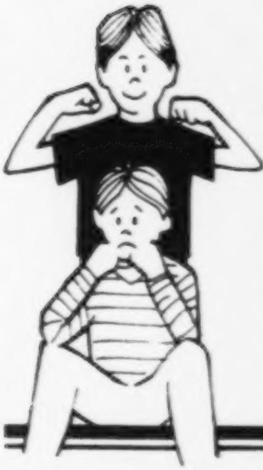
SELF-ESTEEM BUILDERS

- Hold your child often.
- Take time every day to really listen to what she has to say.
- Allow him to express his feelings when hurt or angry.
- Tell her that you love her often.
- Spend time with him alone every day.
- Look for something in her to praise and encourage her every day. When you praise, make the child feel good about herself rather than saying "I feel good when you..."
- Discuss his babyhood with him. Tell him the cute things he did and how much you enjoyed him and still do. Talk to him about his name, how big he was, what his first words were and when he started walking.
- Make her feel needed. Give her jobs to do that are hers alone - which no one else will do if she forgets.
- Give him a private place of his own if possible.
- Take an interest in your child's friends.
- Encourage her to stretch in many directions. Introduce her to new experiences.
- Help your children set goals for themselves and reach them.

Source: Parenting: A Touch of Love. Morrow County Human Services, Mount Gilead, Ohio.



Encouraging Positive Self-Concepts in Children

by Judith A. Myers-Walls, Extension Specialist, Human Development and Karen R. Hinkley and William H. Reid, Graduate Students, Child Development and Family Studies

Both Sue and Lou eagerly waited for Mrs. Johnson to return their spelling tests. Both had studied hard and hoped to make good grades.

When Sue saw her grade, a smile came across her face. "Wow!" she thought to herself. "I only missed four words! I did pretty well!"

When Mrs. Johnson gave Lou his test back, he stared at his grade and then looked down at the floor in disappointment. "Oh, no!" he thought. "I'll never do good in school. Mrs. Johnson must think I'm really stupid. I sure feel dumb!" Lou had missed four words.

Both Bill and Will wanted to get dates to go to the school party. Each carefully thought about who to take before making the telephone call to ask her out.

When Bill called Lil, she told him she was glad he had asked her but she already had a date for the party. After concluding his conversation, Bill thought, "Oh, well. Next time I will call earlier. Maybe I'll just go to the party by myself."

When Will's phone call ended without him getting a date, he thought, "Who would want to go out with me? She must think I'm a real creep! I'll never get a date. I guess I'll just stay home by myself and miss all the fun." It seems that Lil had told him that she already had a date for the party, but that she was glad he had asked.

Have you ever wondered why two children can respond so differently to the same situation? Why does one student feel good about a test score and another feel discouraged about a test score that is exactly the same? What makes one boy able to respond positively to a reasonable explanation for not getting a date while another boy almost crumbles at what he thinks is rejection?

You may already be aware of the answer to these questions. All of us may be familiar with this personal characteristic but not realize the important role that it plays in our lives. It influences how we like ourselves, how we deal with others, and even the goals we set for ourselves in life.

What is this thing that can have such a great impact on our lives? It is called **self-concept**.

What is Self-Concept?

All of us, including children, have a mental picture of ourselves. We see ourselves as short or tall, a leader or a follower, a doughnut or a hole. This picture we have of ourselves is called our self-concept.

Every person can be thought of as having an overall or general self-concept as well as more specific self-concepts, for example, regarding athletic, career, academic, or artistic ability. Thus, even though children may have an overall positive self-concept, they may have a less positive self-concept when it comes to their ability in school. In addition, children who may feel good about their ability in their classwork, may feel awkward or self-conscious when they participate in sports activities.

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Self-esteem

A positive self-concept, or high level of self-esteem, represents strong self-approval. Such people like themselves, are self-confident and self-assured. People with positive self-concepts do not necessarily think of themselves as perfect or as better than others, but they are satisfied with themselves the way they are. A negative self-concept, or low level of self-esteem, indicates strong self-rejection. Such persons do not like themselves. People with negative self-concepts tend to expect failure in what they do. They may also set goals for themselves that are too high, which only proves to themselves that they are failures when those goals cannot be reached. Or they set goals so low that their abilities are not challenged, and they feel little success when they reach those easy goals.

Why is a Positive Self-Concept so Important?

Self-concept is a filtering and coloring mechanism for children's daily experiences. If a child's self-concept is low, things which are seen in the world may take on a negative appearance. Children who think of themselves in a negative way may have a difficult time viewing their experiences as being good or positive. On the other hand, children who have high self-concepts tend to view things in the world in a positive way.

Whether self-concept is positive or negative can influence important areas of a child's development and achievement. Educators have recognized that there is a link between self-concept and performance in school. Students with a strong self-concept tend to have good grades and take an active role in school. They are able to accept challenges and enjoy new learning experiences. Students with a negative self-concept tend to have both attitude and behavior problems. They may be unwilling to try new things, because they believe they will fail anyway, or they may not work up to their potential. Some educators feel that a positive self-concept is so important that children need to be taught to like themselves before they are taught academic skills such as reading, writing, and mathematics.

Self-concept also affects a child's relationship with others, especially family members. You may be familiar with the adage "You cannot love others unless you first love yourself." It seems that people who like themselves will generally like others, while people who dislike themselves tend to be critical of others. Children with positive self-concepts may find it easier to get along with friends, classmates, and teachers. By feeling good about themselves children can make others feel good also. Children with poor self-concepts may find it difficult to make or keep friends because of their negative attitudes and behavior. Not having friends just helps to convince them further that they are not worth being friends with.

Self-concept also affects the quality of family life. When self-concept is positive among family members, they tend to support rather than criticize each other. This helps them to feel close to each other and have good communication with each other, which may lead to a satisfying family life.

Assessing a Child's Self-Concept

It may not always be easy, but by being alert and observing children's attitudes and behaviors, you can obtain a good idea of how much they like themselves. Think about the following questions when you observe your own or other children.

Positive

- Do they seem to have self-confidence?
- Are they able to complete tasks that they set out to do?
- Can they point out specific things they like about themselves?
- Are they proud of their name?
- Do they get excited when offered the opportunity to try new things?
- Do they set goals that challenge their ability without being impossible to achieve?
- Do they have dreams and ideas for what they would like to be when they "grow up?"

Negative

- Do they seem to lack self confidence?
- Are they easily frustrated and often quit tasks before they are completed?
- Do they have trouble saying positive things about themselves; or do they criticize themselves often?
- Are they embarrassed by their name?
- Do they get upset when given the opportunity to try new things because they are afraid of failing and being embarrassed?
- Do they set goals that are far below their ability or too difficult to achieve?
- Do they lack dreams and ideas of what they would like to be when they "grow up?"

By being observant and answering these questions you can make a good guess about whether a child tends to have a more negative or positive self-concept. If you answered "yes" to most of the questions on the positive side, then these children probably have an overall positive self-concept. If you answered "yes" to most of the questions on the negative side, then you may want to consider ways in which you can help these children develop a more positive view of themselves in areas where they do not feel positive. Or, you may want to strengthen those areas where they do feel positive about themselves. By knowing something about children's self-concepts, you can gain valuable insight into their behavior, understand them better, and work toward enhancing positive feelings about themselves. It is important to remember, however, that even if children have an overall positive self-concept, there may be times when they lack confidence or feel self-conscious. This may be true especially when they are tired, or ill, or trying to tackle a job that is too difficult for their ability. Also, keep in mind that a child's overall self-concept can differ from the more specific self-concepts. When observing a child, be sure to look at him/her in several different situations. Do not make a judgment based on one isolated situation or behavior.

Ways to Encourage a Positive Self-Concept in Children

Adults play an important role in the development of a child's self-concept. It takes very young children a lot of growing up before they are able to picture themselves as separate persons capable of thinking and acting for themselves. During the time that they are "painting" this picture of themselves, the relationships they have with those most important to them, particularly their parents, influence the picture they are developing of themselves. Do they feel loved and wanted? Are they able to count on their parents to meet their needs and take care of them? These are important components of a young child's self-concept development.

As children get older, besides making them feel loved and wanted, adults can influence their child's self-concept in ways they may not always be aware of. As children become aware of the adults around them, their parents and teachers serve as models to them. Adults who feel negatively about themselves and express these negative feelings may find children modeling, or imitating, these attitudes and behavior. Another way adults can influence children's self-concept(s) is by the way they apply labels to children. If adults continually label children as "bad" or "dumb," children will begin to believe these assessments, feel negatively about themselves, and act in ways that reflect the labels applied to them. In other words, they will be bad or they will act "dumb" because adults have told them they are this way. In contrast, if positive qualities of the child are emphasized by the adult, then the child's self-concept will more likely be positive as will his or her behavior. This is not to say that children with positive self-concepts will never misbehave. All children, no matter how "good" they are, will disobey or test adults occasionally. However, by focusing on the child's positive attitudes and behaviors, or what the child can do instead of cannot do, adults may reduce the amount of misbehavior from children.

One step you can take in encouraging a positive self-concept in a child is to keep a log for a period of time (for example—two hours) of all the positive and negative statements you make to that child. Just make two columns on a piece of paper and keep a record of positive and negative statements. Try to do this on a "typical" day when you spend time with the child at home or in a familiar or comfortable environment, not on the day of his/her doctor's appointment or when you are shopping. If the number of positive statements is greater than the number of negative, give yourself a pat on the back. The suggestions below will provide you with ways to improve upon what you are now doing. If the number of negative statements outweighs the positive, decide whether you are ready to put effort into changing your approach. If so, take steps to incorporate the suggestions below into your behavior.

The following are suggestions for ways that you can strengthen a child's self-concept. Remember that, like all areas of human development, it will take time to see changes. If you would like to measure whether these suggestions do help the child, keep a record of the number of positive and negative statements the child makes about him/herself for a while (a day or two) before you try the ideas below. Then a few weeks or months later keep a record again to measure any change. Also, keep a log of your own statements again and compare it to your first log to see if you have improved.

1. Help children to set reasonable goals and evaluate realistically. Reasonable goals are individual, are made in relation to past performance, and have a long-range objective and an end-in-view. First, goals that are individual are goals that young children set for themselves. Young children may need your help in setting goals by having you provide choices, but the goal itself should be theirs. Older children should be encouraged to set their own goals, but they also may need help at first. Second, setting goals in relation to past performance means building on personal strengths and trying to make improve-

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ments that are possible for the children. Finally, be sure children have a long-range objective and an end-in-view. The end-in-view is something in which children can see day-to-day progress. It should lead toward their overall, long-range objectives. An example of a goal for eight-year-olds may be to keep their rooms clean. If their rooms now look like a tornado hit, or if you do all the cleaning for them, then an end-in-view might be to put away their dirty clothes each night. After a few weeks that could be increased by having them help to pick up toys. After a month parents may add more responsibility until the overall objective of a clean room is reached. Keep in mind that young children may need some visible sign of their progress. Post a chart in their rooms or on the refrigerator so the children can see improvements that they are making. Give them a star or a check each time they reach their goal.

When children have completed a task, they should learn to evaluate that task realistically. In helping children to evaluate realistically, emphasize that you do not expect them to be perfect, nor should they expect perfection from themselves. Encourage children to simply keep improving. When making evaluations, teach children to compare their behavior to their own past performances, and not to parents, friends, or a brother or sister. That means, did they do better than the last time? If so, they succeeded. Also, teach children to be positive in their self-evaluations. For example, look at the number correct on a test, not the number missed. Children (and adults) learn more from success than failure.

Make failures easier to handle by finding some specific positive aspects of the experience. For example, if your son takes part in a race at school but does not finish as he had expected, you might point out how hard he practiced or that he was able to run faster than last time.

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2. Encourage children to praise themselves. Self-praise is at the center of a positive self-concept. Self-praise frees a person from waiting for compliments from others and supports the idea that it is all right for a person to feel good about him/herself. Helping your children to praise themselves is a delicate art. It involves helping them to evaluate realistically, gain independence, and make their own judgments. When you praise children, you may make them dependent on you and your judgments. When children accomplish a task, instead of complimenting them, encourage self-praise. For example, you might say "I bet you feel good about what you have accomplished" or "How do you feel about what you did?" Be sure that the children are able to point out specific positive points about their experience or accomplishment. Also, encourage children to give themselves a verbal (or actual) "pat on the back" by speaking self-praise out loud, even when no one is around. If children feel self-conscious or afraid others will think they are bragging, go through the bragging self-praise list that follows and then make up more examples on your own so that children can distinguish between bragging and self-praise. By teaching children to praise themselves they will be less likely to depend on others for approval of what they have done or "fish for compliments" when they are older.

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3. Adults, praise yourselves. Children learn by imitating adults. By praising yourself, you are showing children how to feel good about themselves and that it is all right to self-praise. However, it is not easy. When you do something you feel you did well, you probably say something nice to yourself, but it is likely that you say it silently. It is important to teach yourself to say those positive things out loud, not only for yourself but also so that you can provide a positive model for your children. Tell yourself exactly what you did well and what was good about it. Begin with specific acts and then move on to more personal qualities. Praising yourself is not the same as bragging, however. Bragging usually involves trying to "prove something" to someone else, while self-praise does not. When you praise yourself you make a positive statement about how you feel about what you have done or hope to do.

If self-praise is a new experience for you, start with something simple. For example, if you and your child are coloring together you might say "I really feel good about my picture." Also, try to praise yourself in front of adults, especially your spouse or others close to you. This will strengthen your self-concept and help those around you learn to focus on the positive. You may feel awkward or self-conscious at first, but the more you use self-praise the more natural it will become.

Bragging

- Compares behavior to others.
- Uses superlatives (like best, fastest, most understanding) in comparison to others.
- Tends to belittle others, or bestow praise on one's self at the expense of others.
- Sounds improbable, easy to argue with.
- Listener may not take statements seriously.
- Easy to be phony.

Examples:

- I am the fastest runner on the block.
- I make a better chocolate cake than anyone I know.

Self-Praise

- Compares behavior to own past performance.
- Uses comparatives (like better, faster, more understanding) in evaluating against one's own past behavior.
- Tends to enhance others or be mutually supportive.
- Sounds believable. Stresses speaker's feelings, therefore, difficult to argue with.
- Listener takes statements seriously, shares feelings with speaker.
- Requires self-disclosure.

Examples:

- I can run a mile a whole minute faster this year than last year.
- I feel very confident about my chocolate cake. It usually turns out moist and light—just as I like it.

4. Teach children to praise others. Praise multiplies. Teaching children to praise themselves helps them to praise others, and praising others often brings praise in return. By learning how to praise others,children will become even better at looking for good things in themselves and in others instead of concentrating on the bad or weak things. One way to teach children to praise others is for you to say positive things to your children and others. Children need to practice, however, in order for a behavior to become "automatic" for them. Watch for opportunities to praise others and ask children to point out something specific they like about what someone has done. For example, if your daughter's friend has brought over his recently completed model spaceship to show your child, you might tell the other child what you like about the spaceship and ask your child to do the same. Both of you could ask the child how he feels about the project. You can also use such experiences to teach children to be honest and sincere in their praise. Suppose they do not really like what someone else has done. When you are alone with your daughter, explain to her that she should not be dishonest (for example, by saying she likes something when she does not). But, she can say something nice about the person, such as "You sure put a lot of work into that," or "I'll bet you are learning a lot about --------."

Along with praising others, receiving praise is a skill children need to acquire. Again, as with praising others, you play an important role as a model to children. When someone says something nice about us, we often tell them that they are wrong and that we are not actually that good. Instead, try thanking them and saying something nice (and honest) in return. Also, encourage children to say thank you when someone praises them and use the opportunity to praise themselves in front of the other person.

Pick one of the four suggestions and try using it for a week. Also, discuss what you are planning to do with your spouse, partner or with fellow teachers and encourage them to try it. Children are more likely to learn if significant adults are consistent with each other in dealing with them.

At the end of the week, measure your progress. If you are doing well, add another step. If you need more practice, keep trying the first step for another week, then look at your progress again.

Some Additional Hints

Show interest in and give attention to children. Simply paying attention to children, talking with them, and showing interest in their activities and efforts will help them feel worthwhile. If a child comes to you with a drawing, do not say "What is this supposed to be?" or start laughing because it looks funny. Show interest and appreciation for the child's effort. Comment on specific aspects of the picture, for example the bright colors or straight lines. If you are not sure what the picture is, ask the child to tell you about it in a gentle, interested way. Do not forget to encourage self-praise from the child.

Respect children by making note of their presence in front of others. Introduce them to your friends as you would anyone else. Also, let children speak for themselves if the topic of conversation is about them. Let them explain their own science projects, describe their last baseball games, or talk about their favorite subject in school.

Summary

Helping children develop a positive self-concept may be one of the most difficult tasks of parenting or teaching. There is no easy, fool-proof formula for accomplishing this. It takes a lot of time and effort from concerned adults like you. You can feel good about yourself for taking the initiative and time to read this booklet which has, hopefully, provided you with some ideas to assist you in promoting a positive self-concept in your children. In order to help you implement some of the suggestions offered, keep in mind the word **PRAISE** and what each letter stands for:

P—Praise yourself, and help others to do the same.

R—Respect children.

A—Accept children.

I—Invest time in children.

S—Set reasonable goals.

E—Evaluate your accomplishments realistically.

Recommended Readings:

For Parents

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Felker, Donald W. *Building Positive Self-Concepts.* Minneapolis, Minnesota: Burgess, 1974.

Satir, Virginia. *Peoplemaking.* New York: Science and Behavior Books, 1972.

For Children (approximately 8 years and up)

Burns, Marilyn. *I Am Not a Short Adult! Getting Good at Being a Kid.* Boston: Little, Brown, and Company, 1977.

Activities for Youth Groups

HE-579 Impact Series: *"But I'm All I've Got!"* Available from: Mailing Room, Agricultural Communication Service, Purdue University, West Lafayette, Indiana, 47907. Price $1.00

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Cooperative Extension Work in Agriculture and Home Economics, State of Indiana, Purdue University and U. S. Department of Agriculture Cooperating. H. A. Wadsworth, Director, West Lafayette, IN. Issued in furtherance of the Acts of May 8 and June 30, 1914. We adhere to the policy that all persons shall have equal opportunity and access to our programs and facilities.

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mirrors

A PROGRAM ABOUT SELF-ESTEEM

Providing a nurturing and positive environment for our children is one of a parent's most important jobs. As parents, we must take the responsibility to foster and encourage the development of our children's self-esteem. In doing so, we will help ensure that our children develop into happy, capable adults.

MIRRORS: A FILM ABOUT SELF-ESTEEM was developed by the National PTA and Keebler Company to show parents that every day, even in small ways, they directly influence their children's self-image, both negatively and positively. This film and accompanying leader's guide and parents' brochure offer workable ideas and tips on how to avoid or turn around potentially negative situations. MIRRORS shows parents that they can help their children become confident adults by giving them a sense of their own worth. The film, when used in conjunction with a discussion session and the parents' brochures, will provide an interesting program that can make an important contribution to the development of strong parenting skills.

MIRRORS was awarded the prestigious CINE Golden Eagle Award in 1988. Groups across the country continue to give MIRRORS outstanding reviews.

"What a joy to have something of this caliber available for free-loan."
Adele Everett
Endicott, NY

"Wonderful. Thought-provoking."
Mary Anne Tsakeres
Decatur, AL

"The reaction to MIRRORS was great. Thanks for the use of the film. It added a lot to our meeting."
Linda Marriott
PTA President
Cedar City, UT

PROGRAM AVAILABILITY

The MIRRORS program is available for loan and for sale to PTAs, community groups and all organizations that have an interest in parenting.

The program comes in two formats: 16mm film (loan only) and 1/2-inch VHS videocassette. With your order you will receive a packet of materials that provides step-by-step instructions on how to organize a self-esteem meeting for your organization.

The packet contains a *leader's guide* offering tips on locating qualified speakers, setting an agenda and planning your publicity campaign. The packet also contains 40 free *parents' brochures* about building children's self-esteem, to be distributed at the meeting. (An **additional** 100 copies of the parents' brochure can be obtained by sending a check or money order for $6 to: National PTA Publication Orders, 700 North Rush Street, Chicago, Illinois 60611. Allow 4-6 weeks for delivery. Brochure orders must be pre-paid. Limit 100.)

OWN YOUR OWN COPY

To buy your MIRRORS videotape, simply complete the attached postage-paid MIRRORS PURCHASE FORM or call 1-800-237-4599. The cost to PTAs is $19.95. Other interested groups and individuals can buy a copy for $24.95. Copies for purchase are available in VHS format only.

TO BORROW MIRRORS

All MIRRORS films are distributed through Modern Talking Picture Service. If you are interested in a loan arrangement, your only cost is the return postage on 16mm films (return postage on videocassettes is pre-paid).

To order, first select a date to show MIRRORS to your group. Then, complete the MIRRORS FREE-LOAN ORDER FORM and drop it in the mail, or call 1-800-243-6877. Please submit your film or video request **at least six weeks in advance** of your desired show date and remember to indicate a second choice.

Within two weeks of receipt of your order, you will receive a booking confirmation and your planning packet.

Join the National PTA and Keebler Company in our commitment to helping parents encourage a strong sense of self in their children. MIRRORS will show you that your words and actions do make a difference. Reserve your copy today!

Due to a limited supply, the free-loan option is available to organizations only. Individuals interested in obtaining MIRRORS may purchase the videotape by calling 1-800-237-4599.

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Produced by the National PTA and Keebler Company.

mirrors

A PROGRAM ABOUT SELF-ESTEEM

MIRRORS FREE-LOAN ORDER FORM

Mail to Modern Talking Picture Service, 5000 Park Street North, St. Petersburg, FL 33709

☐ I'd like to reserve MIRRORS: A FILM ABOUT SELF ESTEEM (#22828) (Check desired form
If format is not indicated, 1/2-inch VHS version will be sent.)

☐ 16mm film ☐ 1/2-inch VHS

Preferred Show Date ____________ Alternate Show Date ____________

☐ If these dates are unavailable, I will accept the first available show date. (You will be notifie
least six weeks in advance of your assigned show date.)

Each free-loan order will be accompanied by 40 free parents' brochures. See above informati
about obtaining additional brochures.

NAME ____________

ORGANIZATION NAME ____________

ADDRESS ____________

CITY/STATE/ZIP ____________

MIRRORS PURCHASE FORM

Mail to Modern Talking Picture Service, 5000 Park Street North, St. Petersburg, FL 33709-9989

All orders will be filled with 1/2-inch VHS videotapes.

Please check one

☐ Purchase for group use* *All group orders will be accompanied by a packet containing a leader's guide and 40 parents' brochures. See above for information about obtaining additional brochures.

☐ Individual purchase** **Individual orders will come with one parents' brochure.

	Price	Quantity	Total
PTAs	$19.95	______	______
Individuals & other groups	$24.95	______	______
		TOTAL	______

NAME ____________

ORGANIZATION NAME ____________

ADDRESS ____________

CITY/STATE/ZIP ____________

DAYTIME PHONE NUMBER ____________ 72

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Residents of the following states please add applicable sales tax: CA, DC, FL, GA, IL, NY, PA, TX, VA

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☐ Check Enclosed
Please make check payable to
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Signature

Self-esteem

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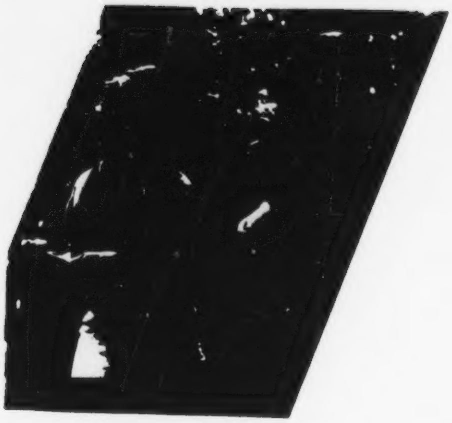


SELF ESTEEM

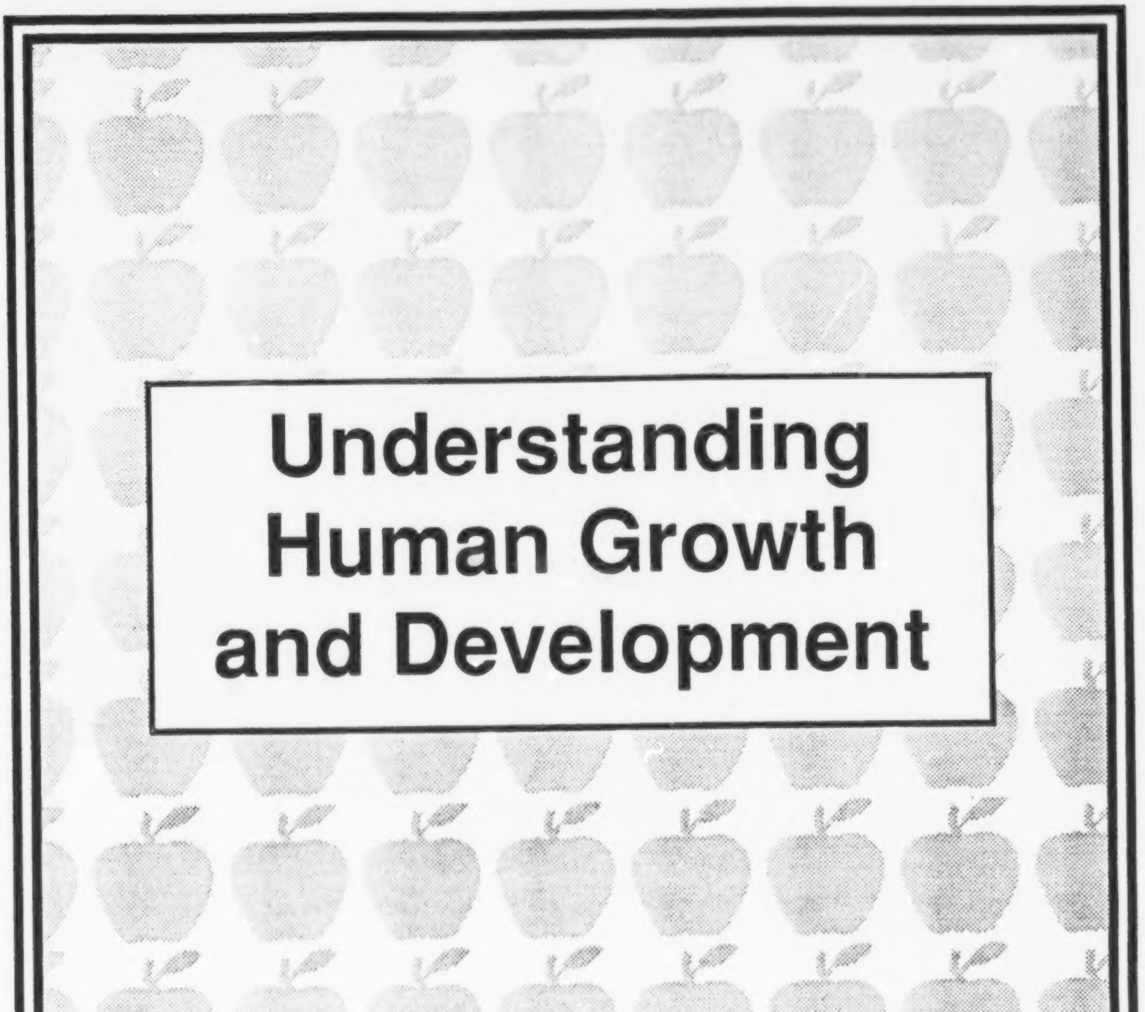
A GUIDE FOR PARENTS

Forty free parents' brochures accompany each free-loan order for video "Mirrors."

Presented by

The National PTA

Keebler Company



Understanding Human Growth and Development

HOW DOES YOUR CHILD GROW & LEARN?

A Guide for Parents of Young Children

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A Note to Parents

The "Signposts of Child Growth and Development" listed on pages 6–17 in this booklet are given in checklist form for charting your child's progress from birth to age five. These skills and behaviors follow a pattern of growth and development which is typical for most children. Every child is unique, however, and will develop at his or her own pace. Some variation from these checklists is normal.

The "Developmental Milestones" on pages 18–19 are important achievements which most children are able to accomplish *before* the ages indicated. You will want to observe your child carefully on these items in order to detect possible delays in development or handicapping conditions as early as possible.

Revised Edition Copyright 1982
Missouri Department of Elementary and Secondary Education
Arthur L. Mallory, Commissioner of Education

Helping Your Child Grow & Learn

Learning is growing. It is the principal business of childhood. Your child's "teachers" include all of his experiences with people, places and things. Children have a constant hunger to learn, and parents are always teaching. You are sometimes teaching deliberately, often incidentally, and by your actions as well as your words.

There are many important things for your child to learn in the years between birth and entering school. He learns more and at a faster rate during these years than at any other comparable period in his life. This is a time for developing the basic skills of walking and talking and learning how to learn. It is a time when your child is developing control of his body, his feelings, his thoughts and his actions.

During this time of rapid growing and learning children need encouraging, supportive parents who reward each success or honest effort with a smile of approval or loving words. Young children also need limits set on their behavior until they are able to set limits for themselves. These limits should guide them toward acceptable behavior rather than focus on what is unacceptable. Discipline is the process through which a child learns to behave in a reasonable and safe way and to respect other people's feelings and property. A small child's mistakes and his strong-willed attempts to assert himself should not bring angry attention. Keep in mind that it takes time—more than a few years—to learn all the rules of safety, concern for others and self-discipline. A well-disciplined child may rarely need punishment.

In these impressionable years children learn by imitating what they see others do in real life, on television and in the movies. As parents, you decide what experiences you want for your child. This includes determining the amount of time to be spent watching television and the kinds of programs your child watches. When children see violence against actors or cartoon characters, they need to understand that violence hurts in real life. Spending time talking to your child, reading to him, playing games with him, and sharing other activities that he enjoys can be far more beneficial than prolonged periods spent watching television.

When parents and family foster, but do not force, the young child's growing and learning during these crucial early years, he is more likely to enter school feeling good about himself and ready to meet the challenges ahead.

This booklet is for parents and other caregivers. It is about how children develop and how you can help them learn in many ways. By understanding the complex, amazing process of growing up, you can learn more about your children, encourage them in their development and share their excitement as they mature and discover their own abilities.

Your Child
From Birth to Age 5

Birth to 6 Months

Since a child develops from head to toe, he first learns about the world through his eyes, ears, and mouth. Your newborn is soothed by the sound of your voice, and he studies your face as you talk to him in a gentle, rhythmic way. His first responses are to noise and hunger. Shortly after birth, the baby actively explores the world around him with his mouth, and soon, he brings objects to his mouth, leading to important early discoveries.

Your infant's first communication comes through touching. He develops a feeling of comfort and security as you hold him close for feeding, bathing, dressing and cuddling. He learns to love by being loved.

From early on, your baby learns through looking. As he progresses toward six months, much of his waking time is spent reaching for and grasping objects, as well as looking about.

Age 6 to 12 Months

Words begin to have meaning for the infant both in what he understands and in his attempts to say a few words that have meaning for him. He is friendly and affectionate and shows the beginning of a stable relationship with his primary caregiver. He begins to assert himself by covering his face to avoid being washed or by holding fast to a favorite toy when someone tries to take it.

The growing infant spends a good deal of his waking time staring at objects, followed by more time trying to see just what he can do with those objects, such as turning wheels and bending things back and forth. He likes to put smaller objects into larger ones, put things together and take them apart, or simply bang, drop, or throw them to see what happens.

As soon as your baby becomes mobile by creeping, crawling and learning to walk, his investigation of the world around him grows by leaps and bounds. He needs space and opportunity to explore and try out new abilities. His balance isn't too good yet, and his memory doesn't always function well. The exploring infant may forget where he is or how he got there and so, frequently falls or gets trapped. His curiosity and zest for living are not matched by a sense of the dangers around him. Special precautions are needed at this time to "child-proof" the house and ensure his security by protecting the young explorer from all potential dangers. It is helpful for adults to look at their home as if through the eyes of the toddler.

Age 1 to 2

Your toddler continues his exploration of the world at a faster pace now that he has greater mobility. He wants to find out what he can do with his body as well as with objects, so he walks, climbs, bounces, and pursues the toys he's playing with. He is making his wants known with gestures and with real words. The young child shows a genuine interest in learning new words by the time he is two and is forever asking simple questions. He plays contentedly for longer periods of time. He begins to assert himself in his attempts to feed himself.

Sooner or later, all children go through a stage of being negative in response to suggestions, requests, or commands from adults. It is simply a part of the process of learning who they are and what they can do—a part of changing from a dependent baby to an independent child.

Age 2 to 3

The young child is now moving with more confidence. He has learned a lot about manipulating toys and household objects, about how things turn and move. He's beginning to use words and thoughts, rather than trial-and-error alone, in solving simple problems. He can anticipate some consequences and has some understanding of causes and effects.

Your two-year-old is an active listener to music, stories and poems. Picture books begin to take on meaning. His vocabulary is increasing at a rapid

> "School success is born in the formative years of early childhood. Since learning begins at birth, we must foster the child's development long before he enters school."
>
> —*Arthur L. Mallory*
> *Missouri Commissioner of Education*

rate, and he holds conversations, both real and imaginary. He is becoming more independent in feeding himself and is making an effort to help with dressing. He shows an increasing interest in playing with other children and in activities outside of the home.

Age 3 to 4

The world is opening up for your growing child at this time as he begins to spend more time outside of his own home environment. He has even better control of his arms, legs and body. However, his active play has more purpose than just the exercise of his muscles. He will spend more time and show more patience in doing tasks requiring fine muscle control and coordination. His memory is improving, and the maturing child follows through on simple directions.

He can eat reasonably well and drink without spilling. He can often sleep through the night without wetting and can take care of his toilet needs during the day, if his clothes are easy to manage. He is interested in what he can do with words and uses language well in his interactions with peers and adults. He is counting, asking questions, and starting to make differentiations and comparisons. At this age, he enjoys being with other children and likes to please adults—something which makes this period a pleasant one for everyone.

Age 4 to 5

At this age, your child is actively trying many new experiences, so much so that he may tire himself easily. He thrives on variety. He tends to be more complex in his imaginative play, to make things with greater skill, and to stick with more difficult tasks for longer periods of time.

The four-year-old attends well when stories are read to him, both in listening and in looking at the pictures. He is becoming aware of time concepts of yesterday, today and tomorrow. He recognizes the difference between "real" and "pretend." He likes to use words just to hear their sounds or to see their effects on people. He may be bossy or try "naughty" words. He is even developing a sense of humor and likes to make others laugh. As the preschooler gets closer to entering kindergarten, he becomes more interested in printing letters and in painting and drawing pictures, even though he may be the only one who recognizes the content. He starts to plan ahead what he will do, but his moods may change quickly.

Self-help skills become increasingly important as your child gets ready for the day when he can go to kindergarten.

The checklists on the following pages provide a convenient way to chart your child's growth and development. The "Signposts" for each age level are approximate guidelines only, and your child may not follow the checklist exactly. If you are concerned about your child's pattern of development, refer to the "Milestones" on pages 18 and 19.

Illustrations by Adrienne Rosen

Signposts

# of Child Growth and Development– Birth to 6 Months

(√) In developing the use of his muscles, his eyes and ears, MY CHILD

- ___ Holds his head up
- ___ Grasps a rattle or toy
- ___ Rolls from back to side
- ___ Sits with hand support
- ___ Pulls to sitting position, holding adult fingers
- ___ Follows moving object with eyes
- ___ Focuses eyes on small object
- ___ Begins to reach for objects
- ___ Picks up cube
- ___ Transfers object from hand to hand
- ___ Reacts with startle to sharp noise
- ___ Turns head in direction of bell
- ___ Turns head toward voice sound
- ___ Responds to voice with activity
- ___ Attends to the source of sounds

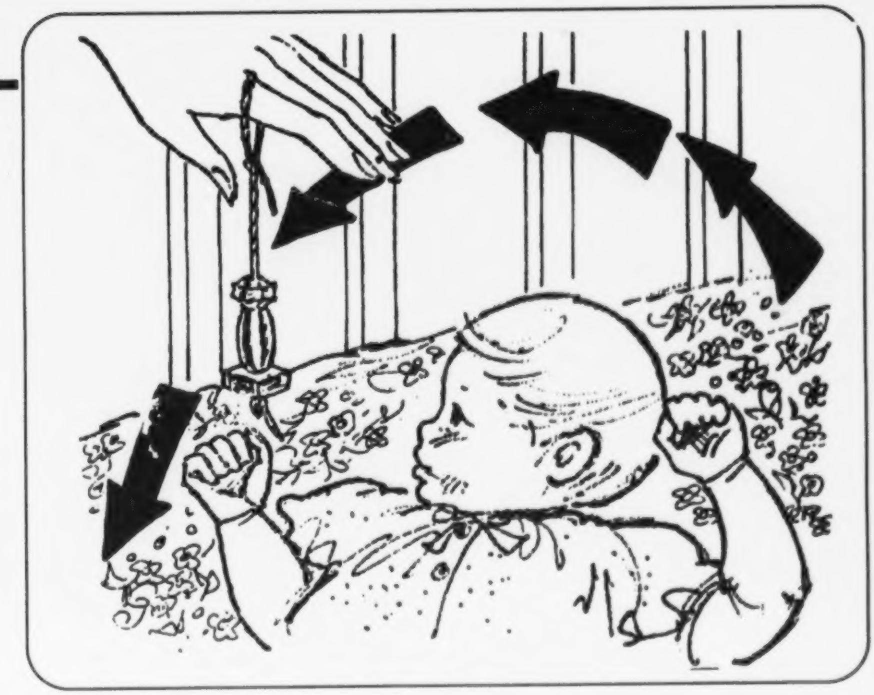
(√) In learning to communicate and in developing thinking skills, MY CHILD

- ___ Babbles and coos
- ___ Gurgles on seeing others
- ___ Makes simple sounds—"ah," "ooh"
- ___ Says one sound repeatedly
- ___ Smiles, chuckles, laughs
- ___ Attempts a variety of sounds
- ___ Makes sounds when attended
- ___ Smiles in response to attention
- ___ Shows eagerness by making sounds
- ___ Fusses when a favored toy is removed
- ___ Responds differently to handling
- ___ Reacts to sight of toy
- ___ Shows awareness of change in routine
- ___ Attempts to repeat doing things he enjoys
- ___ Reacts to strangers

(√) In developing self awareness, self care and relationships with others, MY CHILD

- ___ Inspects his own hands
- ___ Brings things to his mouth
- ___ Focuses his eyes on his moving hands
- ___ Smiles at mirror image
- ___ Vocalizes at mirror image
- ___ Anticipates feeding
- ___ Plays unattended, 10 minutes
- ___ Picks up spoon
- ___ Feeds self cracker
- ___ Holds bottle part of the time
- ___ Lifts cup with handle
- ___ Looks directly at person's face
- ___ Recognizes mother
- ___ Reaches for familiar persons
- ___ Responds to "peek-a-boo"
- ___ Smiles in response to facial expressions

How You Can Help



- Use bath time or any quiet time to gently move the baby's arms and legs to encourage bending and stretching the muscles (after 6 weeks)
- Change the baby's position from time to time (back, tummy, side) so his view of the world changes and he has an opportunity to develop his muscles
- Before the baby is old enough to hold things himself, provide bright colorful hanging objects that he can watch turning and moving (12" from his face and in line with his usual gaze)
- Hang a stainless steel mirror (4"-5" diameter) about 6" to 7" from the baby's face to attract his attention and develop his ability to focus
- Place a soft but durable toy at the end of the crib to give the baby a target for kicking his legs
- Freedom to move is important, so keep the clothing and bedding loose enough to allow the baby to move his arms and legs freely
- Attach a cord or pole across the crib with simple objects the baby can handle, pull or hit—a balloon, large ring, bell, yarn ball
- Make each time you dress, bathe or feed your baby as unhurried as possible, giving him assurance that you care about him
- Talk or sing to your baby whenever you are near and make your voice interesting, repeating sounds that seem to give him pleasure
- Respond to your child's coos and gurgles to reassure him and attend to his cries to ensure his physical comfort
- Provide a variety of sound-producing toys such as bells, squeakers and rattles to be sure his listening skills get a chance to develop
- Make interesting sounds—tongue clicks, etc.—and encourage your child to repeat them through imitation
- Since everything usually ends up in the baby's mouth, safeguard him by keeping small items he might swallow out of reach

Signposts– 6 to 12 Months

(√) In developing the use of his muscles, his eyes and ears, MY CHILD

- ___ Bounces when held in a standing position
- ___ Sits unsupported
- ___ Pulls pegs from pegboard
- ___ Pulls up to standing position
- ___ Rolls ball while sitting
- ___ Crawls rapidly, climbs on stairs
- ___ Stands by himself
- ___ Moves hand to follow eye focus
- ___ Picks up small objects with thumb and finger
- ___ Puts a few blocks in a cup
- ___ Bangs 2 cubes in front of him
- ___ Looks at pictures in books
- ___ Drops small objects into containers
- ___ Responds to voice tones and inflections in others
- ___ Recognizes familiar words and responds accordingly
- ___ Shakes bell in imitation of adult
- ___ Stops activity when he hears "No-no"
- ___ Shows interest in certain words and gestures

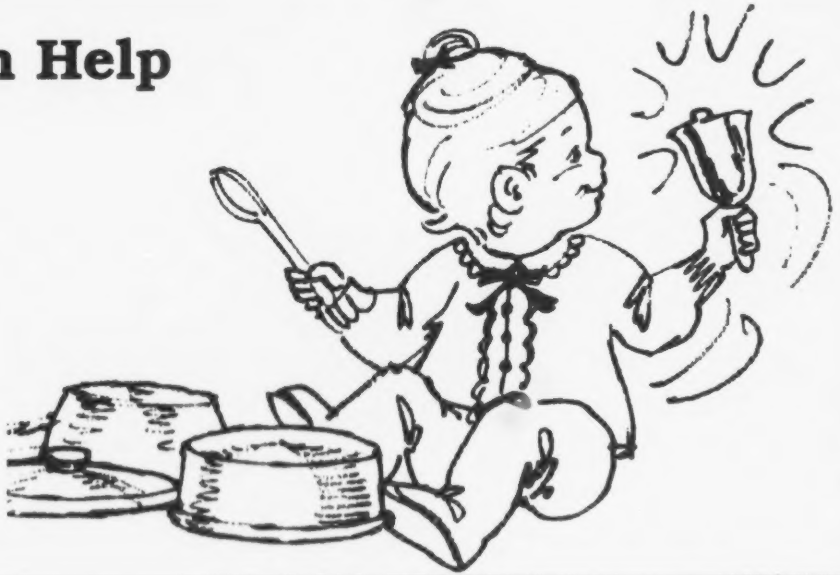
(√) In learning to communicate and in developing thinking skills, MY CHILD

- ___ Imitates speech sounds
- ___ Babbles rhythmically
- ___ Combines 2 syllables—"da-da"
- ___ Imitates sounds of dog, clock, cow, etc.
- ___ Expresses first real words other than "Mama," "Da-da"
- ___ Attracts attention by making noises
- ___ Imitates clapping hands
- ___ Waves "Bye-Bye"
- ___ Follows simple directions
- ___ Understands "No"
- ___ Shakes head to indicate "No"
- ___ Pulls string to obtain a toy
- ___ Finds block hidden under cup
- ___ Knows meaning of "Da-da," "Mama"
- ___ Removes cube from cup when shown
- ___ Squeezes toy to make it squeak
- ___ Looks to find toys which have gone out of sight

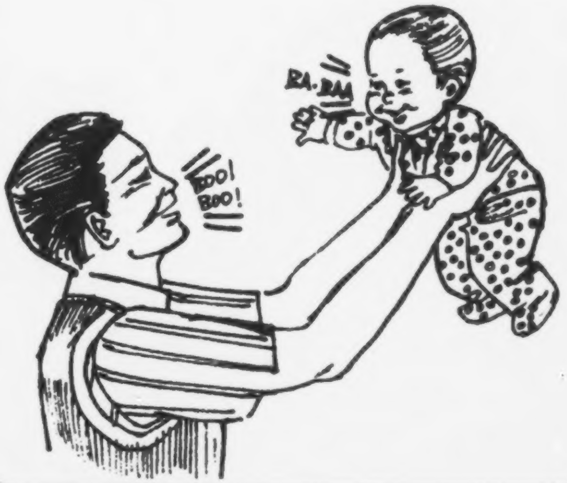
(√) In developing self awareness, self care and relationships with others, MY CHILD

- ___ Seeks or demands attention
- ___ Pushes away another's hands to keep a toy
- ___ Holds arms in front of face to avoid being washed
- ___ Holds arms out to be picked up
- ___ Sucks soft foods from spoon
- ___ Holds, bites, chews cracker or biscuit
- ___ Finger feeds self in part
- ___ Drinks from cup with help
- ___ Controls drooling
- ___ Fusses to be changed after bowel movement
- ___ Responds to others' gestures
- ___ Plays and enjoys "Patty Cake"
- ___ Repeats performance when laughed at
- ___ Encourages an audience
- ___ Cooperates in dressing by holding arms out

How You Can Help



- Provide toys he can grasp, roll, pick up, push or pull
- Play word games with his hands and fingers, feet and toes—"This little piggie went to market," etc.
- Provide space and a place for the baby to creep and crawl and firm objects on which he can pull himself to standing
- Allow him to practice climbing in safety by putting a gate at the third step up, until he learns to climb down
- Provide suitable small objects (larger than the child's two fists) for banging, throwing, squeezing, etc.
- Provide large containers into which he can drop or fit toys, put things in, or take them out, such as a plastic bottle for clothespins
- Supply sturdy books or old magazines with bright pictures so that he can turn the pages himself
- Talk to your child using simple sentences about his clothing, his food, his toys and himself
- As the sounds he uses begin to sound more and more like the words you use, repeat them for him often
- Read aloud simple stories when the baby is in a receptive mood, as before bedtime
- Let the baby see and manipulate simple mechanical devices—off/on switches, simple pop-up toys, hinges, bathtub plugs, etc.
- Play simple games such as "Hide-and-Seek" with people or toys
- Present foods the baby can feed himself, making allowances for some messiness
- Don't do things for him that he can do for himself, as in handing him a toy he can get for himself by crawling
- Use precautions to prevent accidents—keep hot or sharp articles as well as poisonous or harmful chemicals and drugs out of baby's reach


RA-BA
BOO!
BOO!

Signposts–
Age 1 to 2

(√) In developing the use of his muscles, his eyes and ears, MY CHILD

- ___ Walks independently
- ___ Holds 2 small objects in 1 hand
- ___ Walks up and down stairs with help, hand held
- ___ Jumps in place
- ___ Kicks large ball
- ___ Throws small ball overhand
- ___ Recognizes familiar person
- ___ Scribbles on paper
- ___ Stacks 3 to 6 blocks
- ___ Turns knobs
- ___ Can find objects of the same color, shape, or size
- ___ Points to distant interesting object outdoors
- ___ Turns toward family member whose name is spoken
- ___ Understands and follows a simple command
- ___ Notices sounds—clock, bell, whistle
- ___ Responds rhythmically to music with whole body activity
- ___ Carries out 2-step direction

(√) In learning to communicate and in developing thinking skills, MY CHILD

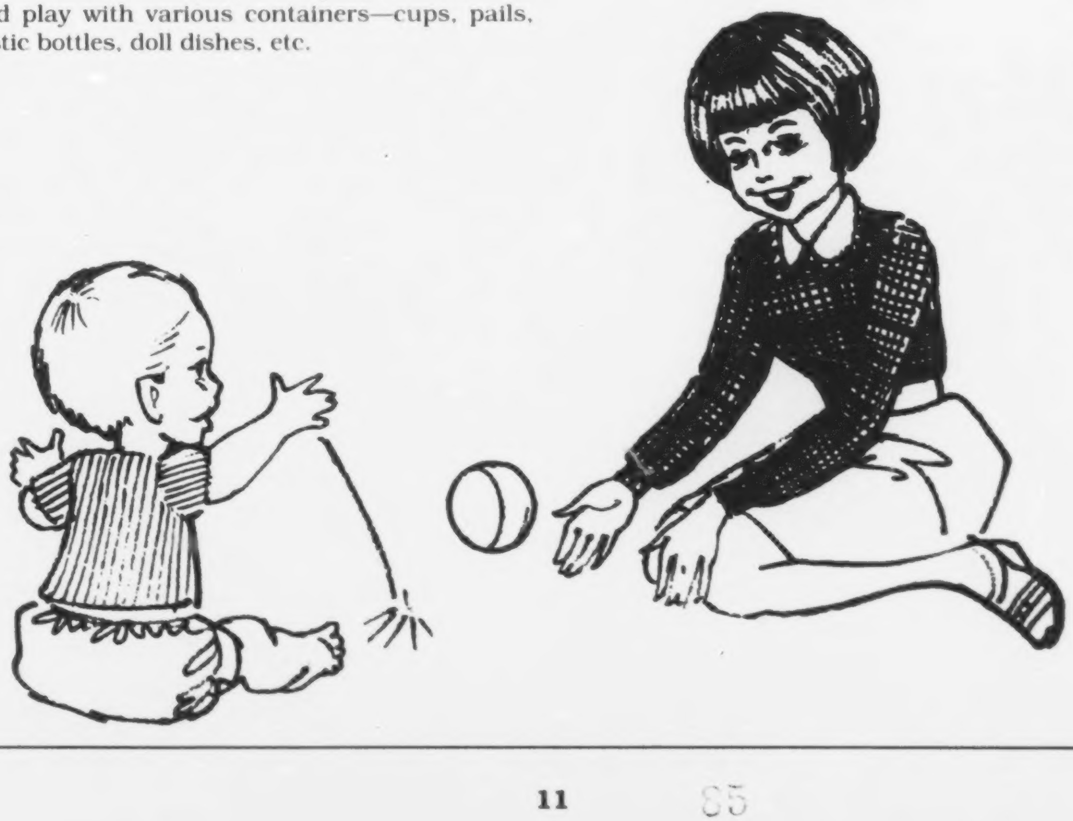
- ___ Jabbers with expression
- ___ Identifies pictures in book
- ___ Uses single words meaningfully
- ___ Names objects when asked "What's this?"
- ___ Uses 20 or more words
- ___ Names 25 familiar objects
- ___ Gestures to make wants known
- ___ Names toys
- ___ Uses words to make wants known
- ___ Combines 2 different words
- ___ Tries to sing
- ___ Speaks in simple sentences
- ___ Finds familiar objects
- ___ Imitates fitting objects into containers
- ___ Turns 2-3 pages of a book at a time
- ___ Points to named pictures in a book
- ___ Remembers where objects belong
- ___ Obtains toy using stick or string

(√) In developing self awareness, self care and relationships with others, MY CHILD

- ___ Demands personal attention
- ___ Points to 3 named body parts
- ___ Insists on helping feed self
- ___ Names body parts on doll
- ___ Claims objects as his own
- ___ Refers to self by name
- ___ Is usually dry after nap
- ___ Pulls off socks, mittens
- ___ Eats with spoon
- ___ Indicates wet pants
- ___ Drinks from cup
- ___ Attempts washing self
- ___ Offers toy but does not release it
- ___ Plays independently around another child
- ___ Helps parents with simple tasks
- ___ Plays contentedly alone if near adults
- ___ Enjoys short walks
- ___ Asks for food and water when needed

How You Can Help

- As you talk to and with your toddler, give names to actions and objects and describe in simple terms which ones belong with which
- Encourage his attempts to explore the space around him under supervision, making sure hazards are kept at a minimum
- Have an assortment of balls to bounce, throw and chase, including ping pong balls and large, soft, plastic ones
- Be aware that your child will repeat certain actions or activities time and time again until his curiosity is satisfied, as in opening cupboard doors, turning pages in a book or magazine, etc.
- Be prompt in attending to his needs when he seeks your help
- Be available as a resource person for your child to help him finish difficult tasks, to supply information he needs, and to comfort him in distress
- Set aside time and a suitable place for water or sand play with various containers—cups, pails, plastic bottles, doll dishes, etc.
- Provide 4-wheel carts or wagons he can sit on and move about by himself
- Allow space for jumping or bouncing onto soft cushions or from low chairs, sturdy blocks, or the bottom step
- Be sure to recognize and praise his new accomplishments as he works toward mastery of balance and various motor skills
- Foster his curiosity—with toys designed for fitting shapes into proper spaces, with crayons and large sheets of paper for creative scribbling
- Be consistent in setting limits as to which behaviors are acceptable and which ones are not; encourage a healthy curiosity without overlooking safeguards to his health



Signposts–
Age 2 to 3

(√) In developing the use of his muscles, his eyes and ears, MY CHILD

___ Seats self in small chair
___ Turns door handles
___ Balances on one foot alone
___ Pedals tricycle
___ Cuts with blunt scissors
___ Runs safely, starts and stops with ease, avoids obstacles
___ Jumps with both feet
___ Imitates mark made on paper
___ Fills and dumps containers of sand or water
___ Matches 6 basic colors
___ Paints dots, circular strokes on large paper
___ Builds tower of 5-8 blocks
___ Copies circle
___ Responds to music or rhythms, swaying and bending knees
___ Interested in repetition in books, stories, rhymes
_ Listens to musical instruments, records
___ Enjoys simple stories read from picture books
___ Repeats 2 numbers

(√) In learning to communicate and in developing thinking skills, MY CHILD

___ Points to 3-5 pictures in book
___ Joins in songs, nursery rhymes
___ Repeats names for hair, mouth, nose, shoes, etc.
___ Constantly asks, names of objects
___ Uses vocabulary of 50-500 words
___ Begins to use pronouns such as "mine," "me," "you," "I," etc.
___ Comprehends "another"
___ Says a few nursery rhymes
___ Participates in story telling
___ Understands prepositions such as on, under, in, etc.
___ Rolls, pounds, squeezes, pulls clay
___ Likes to paint, not interested in picture
___ Stacks 5 rings on peg in order
___ Asks questions in sentences
___ Uses plurals of words
___ Turns handle to make object move

(√) In developing self awareness, self care and relationships with others, MY CHILD

___ Initiates own play activities
___ Gives full name when asked
___ Refers to self by name
___ Recognizes self when shown picture or in mirror
___ Points to 6-8 named body parts on request
___ Knows own sex
___ Spoon feeds without spilling
___ Dries hands without help
___ Plays independently when asked
___ Takes off coat if unfastened
___ Gets drink without help
___ Holds fork correctly for eating
___ Shows pride in clothing
___ Plays near but not with others
___ Helps put things away
___ Observes other children at play and joins in for a few minutes
___ Starts make-believe play
___ Enjoys naming possessions of others, telling to whom they belong
___ Can usually maintain bladder and bowel control, except for fatigue, illness, excitement or preoccupation

How You Can Help

- To foster good language take your lead from your child's interest at the moment, respond to his questions and add to his information
- Tell and retell favorite poems, nursery rhymes and short stories with and without picture books; encourage his reciting familiar parts or adding his own ideas
- Be ready to provide the "props" for make-believe play, including large cardboard cartons for stoves, store counters, buses, etc. and dress-up shoes, aprons, hats and purses
- Share musical experiences through your own singing and playing, or through records, radio or television
- Provide variety in materials for creative expression, such as finger paints, play dough and large crayons; allow him to use blunt scissors
- Encourage your child's natural interest in small details and in likenesses or differences found in toys and pictures by asking questions and adding comments
- Provide play experiences with small groups of children where opportunities to be a leader or a follower will develop naturally
- Let your child know with appropriate praise that you notice his accomplishments in building or drawing, or in mastering new skills in large muscle control, dressing, eating and self care
- Be prepared to accept expressions of affection and of displeasure from your child as a natural part of growing up; hostile behavior or temper tantrums need firm handling
- Be alert to repeated requests for assistance; respond to those where help is genuinely needed but discourage those which are used only to keep the caregiver close

Sign posts–

Age 3 to 4

(√) In developing the use of his muscles, his eyes and ears, MY CHILD

___ Kicks a ball well
___ Balances 5 seconds on one foot
___ Holds crayon with fingers
___ Can walk heel-to-toe
___ Can close fist, wiggle thumb
___ Sits with feet crossed at ankles
___ Walks on a line
___ Catches a large bounced ball
___ Strings large wooden beads
___ Picks up pins, thread
___ Sorts buttons or other small objects by color
___ Copies vertical and horizontal lines, and cross if shown how
___ Attempts to draw a person
___ Makes his voice louder intentionally
___ Recites a poem or sings song from memory
___ Answers "Why?" questions about things
___ Can repeat 3 numbers
___ Follows directions containing words such as under, inside, between, etc.
___ Answers questions using comparatives such as bigger, heavier, smaller, etc.

(√) In learning to communicate and in developing thinking skills, MY CHILD

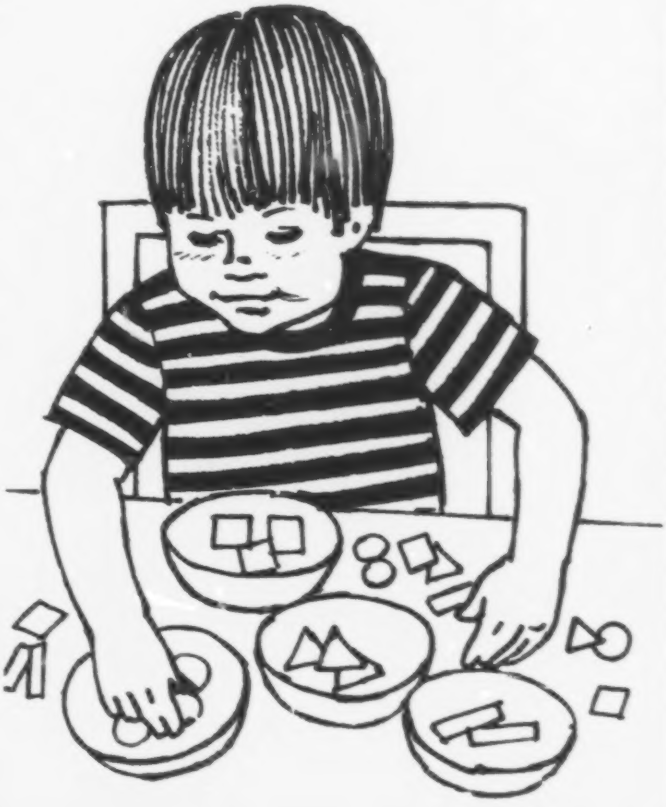
___ Can tell what happened to him
___ Uses names of things and action words
___ Can whisper
___ Tells a story from a picture
___ Has vocabulary of 900-1500 words
___ Describes actions in pictures
___ Acts out simple stories
___ Repeats 6-word sentences
___ Can describe pictures to others
___ Uses "I," "me," "you" more accurately
___ Counts 3 objects
___ Names hidden objects from memory
___ Understands concepts such as bigger/smaller
___ Shows some awareness of past and present
___ Builds a bridge of blocks when shown how
___ Can assemble simple puzzles

(√) In developing self awareness, self care and relationships with others, MY CHILD

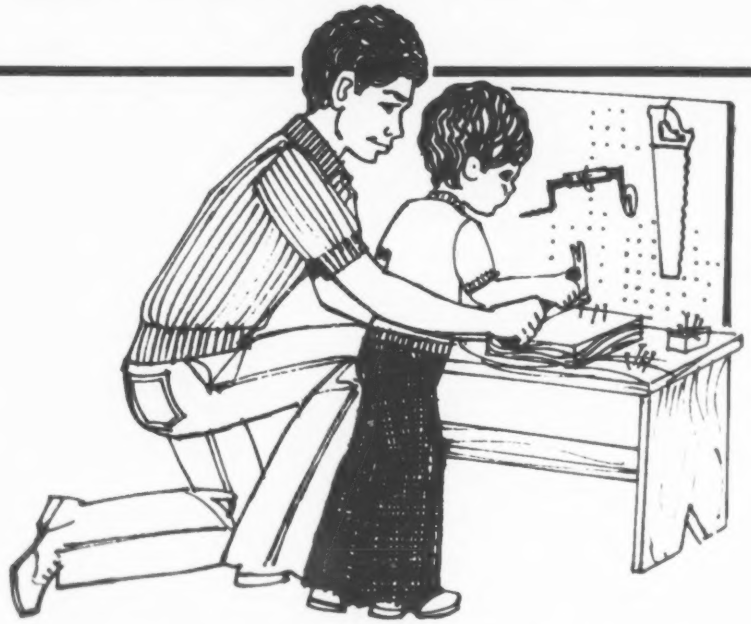
___ Refers to self as "I" or "me"
___ Names own drawing
___ Performs for others
___ Makes effort to keep surroundings tidy
___ Talks to self constantly while playing
___ Buttons large buttons
___ Feeds self with little spilling
___ Walks carrying water without spilling
___ Cares for self at toilet
___ Can carry breakable objects
___ Separates from mother easily
___ Understands taking turns
___ Joins in play with other children
___ Understands sharing playthings
___ Likes to help with adult activities
___ Shows affection for younger sister or brother

How You Can Help

- Be sure your child has places and opportunities to try out his new motor skills of jumping, kicking, catching balls, etc.
- Set good language patterns for your child by using complete sentences with vocabulary aimed at or a little above his level of understanding
- Spend time in conversation with your child alone, having him tell about his own experiences or about what he sees in pictures
- Continue to arrange small play group experiences so your child will know how to take turns, share toys and play cooperatively
- Plan visits to interesting places where he can learn first hand about other people, about animals, about how things are made, etc.
- Continue to provide a variety of art materials and opportunities to use them; sometimes provide simple patterns he can copy or from which he can create his own designs
- Show your child how things that are alike in some way may be grouped together, using pictures from magazines or catalogs; group objects such as things with wheels, foods, clothing, furniture, etc.
- When your child wants to help you around the house, provide experiences for him to discover how some things are bigger, heavier, darker, warmer, etc.
- Help your child anticipate what comes next, what to expect, by telling him a few minutes beforehand to wash for meals, to put toys away for story time, to watch for the mailman, etc.
- Encourage your child in role playing where he acts out his impressions of various adult occupations, such as a bus driver, nurse, farmer, store clerk, teacher, etc.



Signposts–
Age 4 to 5



(√) In developing the use of his muscles, his eyes and ears, MY CHILD

___ Throws a ball overhand with direction
___ Catches a small bounced ball
___ Balances 10 seconds on one foot
___ Can hop and jump while in motion
___ Walks downstairs, alternating feet
___ Adds parts to an incomplete drawing of a person
___ Draws a very simple house
___ Prints letters and simple words
___ Prints first name
___ Can copy a square
___ Reacts with gestures to story telling
___ Follows directions for clapping softly or loudly
___ Responds to "What?" questions
___ Can repeat 4 numbers
___ Attends to story, listens well and studies pictures

(√) In learning to communicate and in developing thinking skills, MY CHILD

___ Repeats 8-10 word sentences
___ Uses more descriptive words
___ Recites songs and poems from memory
___ Uses 5-6 word sentences
___ "Reads" by way of pictures
___ Counts 4 objects; tells how many
___ Names 3 common coins
___ Has vocabulary of 1500-2000 words
___ Names 4-8 basic colors
___ Speaks clearly enough so a stranger can understand
___ Asks for meanings of words
___ Persists in solving puzzles
___ Understands some concepts of weight, size, temperature, etc.
___ Is able to relate seasons to events
___ Asks "Why?," "When?," "How?" frequently

(√) In developing self awareness, self care and relationships with others, MY CHILD

___ Knows all important, visible body parts
___ May brag or boast
___ May have imaginary playmate
___ Tells age in whole years
___ Can give address correctly
___ Shows pride in accomplishment
___ Buttons small buttons
___ Washes face and hands without help
___ Dresses self completely, zips and buttons
___ Laces shoes, ties bows
___ Asks for help when needed
___ Offers to help with chores
___ Knows the names of other children and adults
___ Stands up for own rights
___ Plays competitive exercise games—"Tag," "Hide and Seek," etc.

How You Can Help

- Be available as a resource person; for the questions he asks which you can't answer, don't hesitate to seek help from others—people in your neighborhood, community helpers, library books
- Be sure your child gets to use his large muscles—playing catch, running and jumping, or playing on playground equipment; include opportunities to climb up and down stairs if your home doesn't have them
- Encourage your child to dress himself completely without adult assistance by providing clothing he can handle
- Share simple poems and songs with your child and encourage him to learn his favorites by heart
- Be sure your child knows his full name and address; knowing his parents' names and his telephone number is also important as a safeguard should he get lost
- Make sure your child has opportunities to develop school readiness behaviors such as sharing toys, taking turns, following simple directions carefully and listening when others are talking
- Stimulate your child's interest in the letters and words he sees regularly—food labels, street signs, in books and in his own name
- Encourage his interest in paper and crayon activities, such as by showing him how his name looks when printed; praise his attempts to copy his name and write it from memory
- Introduce numbers and number concepts in meaningful ways—counting out spoons for the table, noticing numbers on people's houses, noting when the hands of the clock say it's supper time, etc.
- Play simple care and board games, such as "Old Maid," "Animal Rummy," checkers and dominoes, which involve listening to directions, following rules, counting, matching and concentrating

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Developmental Milestones

Observe your child carefully to be sure all of these important milestones in growth and development are achieved. (See "Directions" below.) Most children will achieve these milestones *before* the age shown for each group of items. If the child does not pass the milestones listed at each age level, it may signal a developmental lag or problem. To adjust the checklist for premature birth, subtract the time of prematurity from the age of the child (up to the age of two). A 4-month-old child born one month prematurely, for example, should be evaluated as a 3-month-old.

If there is substantial deviation in development from the milestones and ages shown here, discuss the child's progress with your physician, community health nurse, or local school personnel who are responsible for developmental screening. Early attention to developmental delays can often prevent more-serious problems as the child gets older.

AGE: 3 months *(Date)*

___ Startles in reaction to a nearby, sudden loud noise (when not in a deep sleep). ______
___ Moves each of his arms and legs as easily as the other. ______
___ Can raise his head from a flat surface when on his stomach. ______
___ Quiets if picked up when crying. ______
___ Looks at me, watches my face. ______
___ Follows a slowly moving object with eyes and head, when on his back. ______

AGE: 6 months

___ Holds his head upright and steady when held in a sitting position. ______
___ When on his stomach, lifts his head and chest. ______
___ Smiles and coos. ______
___ Laughs and squeals. ______
___ Searches for the source of sounds, such as my voice or a squeaky toy, by turning his eyes and head. ______
___ Plays with his hands by touching them together. ______
___ Grasps a rattle when touched to the backs or tips of his fingers. ______
___ Reaches for toys and other objects. ______
___ Focuses eyes on small objects placed in front of him, such as a raisin or penny ______

Directions: Place a check in the space to the left of each item to show when the child has passed that "milestone." Be sure to record the date in the right-hand column when each milestone is achieved. This information could be an important reference later.

AGE: 9 months *(Date)*

___ Rolls over, stomach to back and back to stomach. ______
___ Holds his neck stiffly when pulled to a sitting position. ______
___ Tries to stand on his feet and supports some of his weight when held upright. ______
___ Picks up toys or small objects within reach. ______
___ Passes a small block or cookie from one hand to another. ______
___ Feeds himself crackers or cookies. ______
___ Looks for, tries to locate an object he has been looking at that is dropped out of sight. ______

AGE: 12 months

___ Sits alone (unsupported). ______
___ Stands, holding on. ______
___ Pulls self to stand. ______
___ Cruises around playpen or crib. ______
___ Can get himself into a sitting position. ______
___ Responds to his name. ______
___ Says "Mama" or "Da-da" ______
___ Imitates sounds and simple words. ______
___ Plays Peek-A-Boo. ______
___ Discriminates strangers from mother, father, other familiar family members. ______
___ Can pick up a small object by squeezing it between his thumb and fingers. ______

AGE: 18 months

___ Stands alone. ______
___ Rolls or throws a ball back to me. ______
___ Indicates his wants by pointing, pulling, grunting. ______
___ Plays Pat-A-Cake. ______
___ Says "Mama" or "Da-da" when he wants or sees mother or daddy. ______
___ Drinks from a cup. ______
___ Bangs two small blocks together. ______

AGE: 24 months *(Date)*
___ Walks well. ______
___ Runs stiffly. ______
___ Can take five or more steps backwards. ______
___ Can bend over without holding on to pick up a toy and stand up again. ______
___ Can walk up steps holding onto wall or rail. ______
___ Imitates household chores such as dusting or sweeping. ______
___ Says at least three words consistently other than "Mama" and "Da-da." ______
___ Points to one or more parts of his body (hair, eyes, nose, etc.) when asked to. ______
___ Follows simple spoken directions such as "Give my your cup." ______
___ Feeds himself with a spoon or fork, with some spilling. ______
___ Can put one or more small blocks on top of another. ______
___ Looks at and turns book pages. ______

AGE: 2 1/2 years
___ Can kick a small ball forward. ______
___ Can take off clothes such as pajamas or pants. ______
___ Combines two words when speaking such as "play ball," "Daddy gone." ______
___ Asks the names of things ______
___ Listens to stories and songs. ______
___ Points to familiar objects in pictures and in the room. ______
___ Scribbles on paper with pencil or crayon. ______
___ Can build a tower of four small blocks. ______

AGE: 3 years
___ Jumps by lifting both feet. ______
___ Runs smoothly. ______
___ Walks upstairs and downstairs alone. ______
___ Throws small ball overhand. ______
___ Can put on clothing such as pants and socks. ______
___ Knows his first name. ______
___ Refers to himself by name.
___ Repeats common rhymes or TV jingles. ______
___ Understands simple stories told or read. ______
___ Copies a straight line. ______

AGE: 4 years *(Date)*
___ Pedals a tricycle. ______
___ Buttons and unbuttons large buttons. ______
___ Dresses with supervision. ______
___ Washes and dries hands. ______
___ Says first and last name. ______
___ Uses "I," "me," "you." ______
___ Matches two or three colors. ______
___ Understands meaning of words "on," "under," "behind." ______
___ Speaks in short sentences. ______
___ Copies a circle. ______
___ Builds a bridge using three blocks, when shown how. ______
___ Puts together puzzles of a few pieces. ______

AGE: 5 years
___ Catches large ball. ______
___ Balances on one foot for five seconds. ______
___ Hops on one foot.
___ Alternates feet going upstairs. ______
___ Buttons and zips clothing. ______
___ Cares for self at toilet. ______
___ Shares and takes turns. ______
___ Separates from mother easily. ______
___ Plays group games such as hide-and-seek and simple board and card games, following rules. ______
___ Knows major, visible parts of his body. ______
___ Tells his full name and address. ______
___ Matches and names three or more colors. ______
___ Can tell which of two sticks is longer, which of two pictured balls is larger. ______
___ Can answer questions such as "What do you do when you are sleepy, hungry?" ______
___ Copies a cross. ______

References for "Signposts of Child Growth and Development" and "Developmental Milestones"

The following sources were used in preparing the developmental checklists included in this publication:

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Elementary and Secondary Education

Characteristics of Elementary School Children

Characteristics of Elementary School Children

	5 Years	6 Years	7 Years	8 Years	9 Years	10 Years	11 & 12 Years
General	friendly competent dependable likes praise, to dress up, feel independent project-minded interested in adult activities	excitable preoccupied with self dependable likes to help dawdles tends to go to extremes in behavior active	intensively preoccupied dissatisfied complaining competitive blaming sulks, mutters good listener alibis has musing moods minor strains of saddness	brassy expansive evaluative argumentative sensitive to criticism peer-oriented loud, continually talking independent worker	independent widening interests truthful honest more self-dependent more self-motivated strong peer orientation resents interruption bossy competitive aware of grades	alert poised casual and relaxed interesting congenial clear on age-sex roles likes privacy	critical of adults rebels at routine moody resents being told what to do strives for unreasonable independence considerable individual differences craves alone periods strong urge to conform to group mores intense interest in teams
Relationship with Peers	poor group member tattletale demanding hits and pushes needs adult supervision	poor group member but plays well with companion tattletale demanding has no group loyalty needs adult supervision plays with food	participates in group play that is loosely organized strong loyalty of short duration needs adult supervision not a good loser shows evidence of sex cleavage likes secrets with friends	engages in spontaneous grouping—is short lived highly critical of siblings muddles through, but play continues evidence that sexes are growing apart	joins in spontaneous groups of one sex may have friends outside of immediate neighborhood shares reluctantly expresses contempt for opposite sex begins secret codes and languages interest in team sports impatient	likes rules and teamwork is intense in friendship highly selective in friendship strong indication of sex cleavage affectionate with peers of same sex	interested in organized competitive games membership in clubs is important enjoys participating in community drives Boys: admires boys who are skillful, bold, daring Girls: interested in boys
Relationship with Adults	companionable likes: to help parents to run simple errands conversation with adults	companionable delightful demanding hesitant wants approval	nags challenges parents sensitive to other's attitudes fond of teacher show-off	not consistently obedient demanding of mother challenges parents expects and asks for praise can admit wrongdoing to adults eavesdrops on adults	needs reminders can accept blame but "who started it?" makes increasingly accurate estimates of adults begins to pull away from parents more interested in friends respect for teacher more than love	loyal hero worships affectionate with parents finds mother all important has great pride in father enjoys creative companionship with parents	hero worships adults not present highly critical of adults refrains from communication with adults challenges adults' knowledge
Physical-Motor Development	hops and skips cuts, pastes, draws handles: sled tricycle well tools geared to size most dressing	1 or 2 permanent teeth ugly duckling stage losing knock-knees and protruding abdomen active has most basic motor skills practices and combines skills frustrated by lack of fine motor skills eye-hand coordination artistic likes to sing	permanent teeth appearing rapidly may show "ties" steady, smooth growth handles dressing completely well coordinated practices motor skills well established hand-eye coordination can whistle and throw with skill	10-11 permanent teeth losing baby body look writes with effort may swim well bicycles, roller skates interest in games requiring coordination and small muscle control	slow, even growth cares for own needs variation in size perfecting motor skills uses tools increasingly well not graceful	14-16 permanent teeth Girl: may begin rapid increase in weight, on brink of pubescence interested in hazardous activities motor skills well in hand uses motor skills for group participation begins development of selective motor skills	Girl: rapid increase in weight; begins to show secondary sex characteristics Boy: ahead of girls in physical endurance good personal hygiene increases in muscle growth may prefer to be a spectator has strong individualized motor-skill interests may show self-consciousness in learning new skills
Interests-Intelligence	knows numbers up to 10 vague concept of time has questions that are purposeful more goal-directed than at 4 years enjoys being read to	advancing vocabulary knows numbers up to 30 knows common coins writes some numbers and letters backwards carries on long conversations imaginative play losing interest in toys interested in school subjects	knows basic number concepts fair concept of time beginning of sexual curiosity uses "bathroom" language periods of self-absorption	makes small change can tell day of month and year interest in past is skeptical likes: leisure-time reading collections dramatic play sense of humor	clearly acquiring a conscience manners appearing at lunch perfecting tool-subject skills inventories possessions collects things relates events well art appreciation beginning	begins to use fractions can budget time uses thought and reasoning interested in other's ideas short interest span begins to show talents asserts leadership likes to read	critical of own art products increases ability for delayed gratification increases ability to use logic interests: earning money and jobs religion world about him develops tool-subjects to high level highly moral in evaluation

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INNER WORLD, OUTER WORLD:

UNDERSTANDING THE STRUGGLES OF ADOLESCENCE

David Klimek and Mary Anderson

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INNER WORLD, OUTER WORLD: UNDERSTANDING THE STRUGGLES OF ADOLESCENCE

by

David Klimek and Mary Anderson

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PREFACE

When commissioned to write a monograph on understanding and working with adolescents, our first question was, "Who is going to read it?" When we learned it was to be geared primarily toward teachers, counselors, and parents, we readily accepted the challenge of trying to write an informative publication for adults who work and live with teenagers. Professional therapists and counselors who work primarily with adolescents and for one reason or another are unable to include their parents may find this book too social, relational, and family-oriented. Conversely, strict adherents to a "systems approach" toward understanding teenagers and children may find that we place too much emphasis on the unique development of the individual and therefore may appear to minimize the wide array of influences involved in family dynamics.

While working with teenagers and their parents, we methodically undertake deeply to understand the unique feelings, defenses, compensations, attitudes, and conflicts of the individual *as well as his/her parents*. It is our belief that if we can understand the influences of *all* the important players in the youngster's life, then we can creatively intervene and eventually help each family member resolve his or her conflicts and pain so as to proceed forward toward a higher level of growth and health. The bottom line of our understanding of the human condition is that we are all "object seekers"—that is, we all seek human relationships and interactions with significant objects of love and dependence on the basis of personality factors, the way we feel about ourselves, and the way we perceive others and the world. Anyone who has helped a teenager make radical changes for the better knows that such transformations are not likely unless the helping person genuinely understands the youngster and has earned the privilege of having an honest and caring relationship with him or her. Few things are more meaningful for helping adults than the realization that they have helped a teenager and his/her parents live a far better life than any of the family ever thought possible.

We will be deeply gratified if the material contained in this monograph enhances the understanding and effectiveness of adults who work with teenagers in the school setting. A general adage that is heard among staff members at our office seems significant: "If it doesn't help enhance the overall quality of life, what good is it?" It is our wish that reading

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these pages will in some small way help provide deeper understanding of teenagers which results in the facilitation of growth and maturity. If it doesn't, what good is it?

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INTRODUCTION

If parents, teachers, counselors, and therapists do not understand the inner world of teenagers, they are not likely to be effective in relating to them or helping them grow. This fact is borne out many times daily across the country in terms of parent-teenager conflicts, teacher-teenager conflicts, and, of course, whenever anyone in authority attempts to work with teenagers. Most secondary school administrators are astutely aware of the teachers who have the most trouble with the students and those exceptional teachers whom teenagers seem to like and respect. The latter are usually the people who have a thorough understanding of their own inner adult world, as well as the inner world of adolescence. Strange as it may sound, some of the adults who are most effective in working with adolescents have not necessarily studied adolescent psychology, but seem to know the feelings and needs of teenagers and what they are trying to communicate by their behavior. Conversely, many of the so-called experts, that is adults who have studied the psychology of adolescence, may believe they know teenagers, but in spite of their knowledge are ineffective in assisting them through the relatively vulnerable and fragile phase called adolescence.

Frequently, the most difficult aspect of living and working with teenagers is the frustration incurred by adults who are trying to teach them, control them, or interact with them in the context of adult reality. Teachers, for example, often become frustrated when they try to teach subject matter that in some way is important to them, and the students fail to see the relevance or importance of the course. This makes some teachers angry and critical, which most teenagers detect and react to negatively. A vicious cycle is then created whereby the teacher holds to an attitude of anger and criticism and the teenagers respond to their rejection with further resistance. As a result, many teachers "hate the kids" and the kids in turn "hate" the subject, the teacher, and sometimes school in general. The basic error in the above paradigm is the assumption on the part of adults that teenagers go to school *primarily* to learn subject matter. There is no evidence, anywhere, to show that the primary focus of teenagers' minds is on school work.

Parents often run into similar difficulties while forcing adult orientation to reality onto their teenagers, who may in fact be operating quite effectively and successfully in their own adolescent world—that is, adhering to an adolescent-level reality and orientation to the world that is quite different from the reality of adulthood! Yet parents, teachers, and well-meaning adults seldom accept or relate to teenagers "where they are at," but instead tend to reject adolescents by foisting *their* attitudes, feelings, perceptions, and behaviors upon them. In short, the attitude transmitted in many adult-adolescent interactions is one of rejection and dehumanization of the youngster for who he/she really is during this phase of life. Ironically, parents, teachers, or other helping adults who harbor unaccepting attitudes toward adolescents are often the same people who become extremely upset over minor rejection and criticism from their own superiors and/or peers.

Failure to recognize adolescents as legitimate young people, in and of itself, sets the stage for serious disservice to parents and children. It tends to do irreparable damage to the youngster who has little choice but to retaliate directly or indirectly and become overly dependent upon peers for acceptance, approval, and much-needed feedback about the emerging sense of self. It is equally ironic that the parents who are the most unaccepting of their own teenager often are the most upset because their youngster does not "respect" them and wants to spend most of his/her time away from home. Similarly, the parents whose lives are the most out of balance and/or emotionally disturbed are the same people who tend to have the most trouble with their teenagers. This is not an accident, for those adults who are the most out of balance tend to resent adult responsibility and feel overworked and underappreciated. As a result of their own imbalance, they tend to resent spunky, carefree, somewhat irresponsible teenagers and often spend their time trying to force their teenager to be as overburdened with responsibility and hardship as they.

Well-balanced adults often find delight in the spontaneity, happiness, and carefree attitudes of their adolescent children. They realize that it is because of *their* hard work and effort that their children are able to enjoy their teenage years to the utmost. These parents view their children's spontaneity and lack of burden as the result of successful parenting. After all, it is their love that has made it possible for their youngster to enjoy each day of his/her teenage years. Many parents and teachers who relate to their teenagers quite well and are the most facilitative of their growth tend to enjoy them as real and legitimate people. Living with and working with teenagers can serve to stimulate inner vitality, enthusiasm, spontaneity, sexuality, laughter, finding humor in life's absurdities, and the importance of lying around doing absolutely nothing—an art that many burdened adults have long forgotten. Frequently while conducting workshops and seminars on healthy family life, we are surprised that we need to remind the majority of parents that if their teenagers actually became everything they wanted them to become, they would probably be seriously disturbed, for they would no longer resemble spunky, vital, and enthusiastic youngsters.

but instead, old, overly-responsible, stagnant, downtrodden geriatric patients with no mind of their own!

In addition, they would have failed the primary task of adolescence—to separate from their parents and to come fully into their own with all the uniqueness and diversity implied in becoming one's own person. Some overly compliant teenagers become exactly what their parents want them to be. This is a failure of the tasks of adolescence, for the youngster often is seriously disturbed as he/she has had to renounce the real and authentic self in order to become a clone of the parents' desires and needs. Although some of these youngsters manage to "get through" their adolescent years by turning the self over to the wishes of the parents, they often enter adulthood with a seriously defective sense of self.

CHAPTER ONE

THE REAL WORK OF ADOLESCENCE

The psychological or inner life chore of adolescence is not much different from the psychological work required of adults throughout life. The primary difference is that adolescence is partially precipitated by biological changes which render the individual a sexual creature for the first time in his/her life. With the sexual/hormonal apparatus set in place, the youngster for the first time is biologically drawn *away from the parents* for gratification of the deeper level human needs such as love, support, recognition, attention, and affirmation. Similarly, the adolescent, although he/she will seldom discuss it directly with adults, is both consciously and unconsciously drawn *away* from the parents and *away* from the family of origin in an attempt to seek sexual excitement, affirmation, sexual intimacy, and to establish an identity as a "nonchild" of the parents who previously raised him/her. Most parents feel a combination of anxiety, fear, and even panic over the realization that their teenager is being pulled away from the family. Some parents have similar feelings over the realization that their child is becoming sexual. In a later chapter, the unresolved separational and sexual feelings of the parents will be discussed. Suffice it to say at this juncture that the more unresolved and conflicted one or both parents are in terms of sensitivity to separation, loss, and abandonment—and the more conflicted each is with his/her sexuality—the greater will be the conflict between the parent and his/her teenager.

The pulling away from the family for affirmation, identification, and self-esteem is a direct function of biological pubescence. It is amusing to walk the hallways of most junior high schools and note the differences in maturation. Some 7th graders are as developed as many 9th graders. Interspersed in the 9th grade are some youngsters who have yet to reach puberty. They walk the halls not unlike self-conscious elementary age children who feel out of place in their yet-to-mature bodies. Generally, however, the late-maturing youngsters tend to have less conflict with their parents because they usually are delayed in the process of separation/individuation.

Early puberty may throw some kids into social situations for which they are unprepared. Yet, early maturation also provides opportunity for greater psychological maturity as well as leadership capability and self-esteem. Seldom, for example, do the late-maturing junior high school students become the leaders or the most socially desirable or

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sought-after students. Commonly, the most physically developed students associate with one another and the less developed kids also associate together. Biological factors and their social, interpersonal influence tend to impact greatly the way a teenager feels about him/herself, as well as forcing him/her into a role of leadership. The well-developed 7th grade girl, for example, is sure to have more social and sexual interactions and experiences with 8th and 9th grade boys than the immature 7th grade girl who has not developed sexually. Similarly, the well-developed 7th grade boy who is strong, handsome, and athletic is going to have different social responses from others and a different opinion of himself based upon sexually-tinged responses from the girls than is the undeveloped 7th grader. Although nearly all teenagers are pubescent by the time they are in the 11th and 12th grades, the early maturers and leaders among a specific peer group in the 8th and 9th grade tend to retain their popularity, desirability, and leadership throughout high school. This is especially true in the public school setting where the emphasis is on *physical* attractiveness and *physical* prowess in terms of athletic ability. In the public school setting the youngsters who are the most physically attractive and athletic tend to be the ones who are the most socially desirable.

Some parents realize that their child may be somewhat limited by diminutive size or late maturity, and look for private schools in which the physical attractiveness criterion has been deliberately altered by administrative philosophy. For example, some private schools are known for their intellectual or creative orientation or some other criterion in which their child may have more of an advantage for acceptance, leadership, success, and enhanced self-esteem. Behind the scenes of such private schools, however, the most physically mature and attractive teenagers are still the most popular, desired, and highly esteemed.

Some parents remain oblivious to the importance of physical, sexual, and social attractiveness in the adolescent world and try to ignore the importance of peer conformity as it relates to the youngster's feelings of being accepted and not standing out as being too different from others. Other parents become exasperated because their teenagers want all the "in" things in terms of clothing and hair style. They do not understand that adolescent reality is a reality of its own. Nor do they comprehend that being accepted by peers and holding to contemporary peer language, behaviors, and attitudes is far more important to them than remaining open to the old-fashioned adult attitudes and behaviors of their parents.

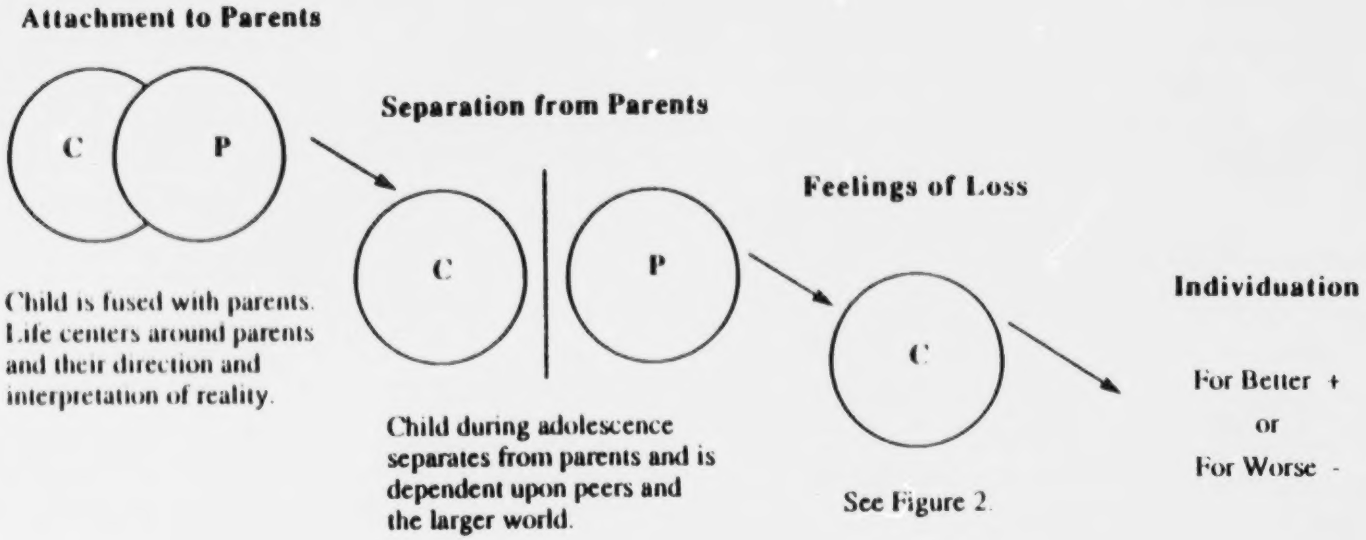
Once puberty is underway and the gonads begin to impact the youngster's needs and interests, the separation process from the parents begins. Our research shows that approximately 70-75 percent of the teenagers navigate this phase fairly well, while the remaining 25-30 percent experience the gamut of emotions and turmoil ranging from delinquency to acting out, to drug dependence, to self-destructive behaviors, to school failure, to sexual involvement, to parental conflicts and anger, to depression. There appears to be a tendency among late junior and senior high boys to act out with direct expressions of anger and aggression, while the girls at this age tend to "act it" with powerful mood swings, depression, and vacillating self-esteem. Interestingly, these gender patterns that come to the forefront in adolescence are repeated fairly consistently throughout adulthood—namely, that women suffer more from deeper and longer periods of depression than men, while men act out their emotions in a variety of ways.

The Nitty Gritty Work of Adolescence

The following chart depicts the psychological work of the adolescent. Sensitive adults will recognize the psychological process as a phenomenon that occurs repeatedly in themselves. As mentioned earlier, those families that report the highest incidence of parent-child conflicts are usually those where one or both parents are not adequately resolved in their own adolescent issues. Figure 1 shows the adolescent work in detail.

As adolescents experience increasing separation from their parents and family and begin to relate to as well as learn about the larger world, they undergo a mourning process which in essence is psychological loss. Technically, *adolescence proper*, for the sake of ensuing discussion, is thought to occur between the ages of fourteen and a half and seventeen and a half. It is during this "in-between" age that the youngster is unconsciously experiencing psychological loss as well as the reality of being caught between child and adult. All teenagers in a normal course of development must go through this grief phase en route to strengthening and becoming their own person. Under the heading of loss in Figure 1 are the multiple emotions experienced by teenagers as they go through *adolescence proper*. During these phases teenage emotions vacillate between periods of separation anxiety and periods of abandonment depression. Figure 2 shows the vacillating emotions of each constellation.

Figure 1. The Essentials of Growth or Deterioration


Attachment to Parents
C
P
Separation from Parents
C
P
Feelings of Loss
C
Individuation

Child is fused with parents. Life centers around parents and their direction and interpretation of reality.

Child during adolescence separates from parents and is dependent upon peers and the larger world.

See Figure 2.

For Better +
or
For Worse -

Figure 2. Loss-Mourning Cycle

Separation Anxiety

- Hyperactivity
- Anger
- Denial
- Resistance-rebelliousness
- Attack/control
- Physical illness
- Increased self-focus

Abandonment Depression

- High vulnerability
- Depression/grief
- Self-anger/self-blame/guilt
- Passivity
- Withdrawal
- Extreme sensitivity/caution/fear
- Physical illness

Many sensitive, emotionally well-attuned parents easily recognize the emotions described while their teenager is in the throes of the loss-mourning grief cycle. Some parents become angry and annoyed when their child shows signs of separation anxiety with hyperactivity because they are loud, noisy, active, argumentative, inconsiderate, boisterous, and tend not to listen to their parents. Conversely, many parents become worried when their teenager is showing some of the classic symptoms indicative of the underlying abandonment depression. Few parents enjoy the resistance, the bickering, the noise, or their child's desire to be away from home and with friends all the time, but they enjoy it less when their child shows signs of obvious depression. It frightens most parents when their child shuts them out and hides in his/her room, appears uninterested in talking decently to anyone, and feels frightened, cautious, defensive, and doubtful. It is difficult for most parents to see their child unhappy, sad and miserable, and showing little or no sign of usefulness, initiative, or productivity. In view of the burgeoning adolescent suicide rate during the last few years, most parents would rather see their child in the hyper-obnoxious phase than in the depressed-withdrawn phase of the grief cycle.

Despite the fact that many parents and teachers would rather see their children in the hyperactive phase (and in fact encourage it) than in the depressed phase, both cycles are extremely important for optimal self-development. The hyperactive phase may ostensibly appear more healthy in today's society, but because it is made possible by psychological denial and avoidance of deeper feelings and struggles, the result tends to be superficiality, arrogance, and excessive narcissistic development. Periods of depression, for example, are necessary because they accompany withdrawal, increased sensitivity, vulnerability, caution, and doubt, all of which facilitate introspection and a serious journey into the self for evaluation, resolution, and self-understanding. In short, it is the painful depressive phases that facilitate honest consideration and evaluation of many important aspects of life.

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as well as death. (It is fairly common for adolescents to talk about death and dying among themselves.) It is during the depressive phases that an individual attempts to resolve the loss of his/her previous life as a child and unconsciously mourns the loss of parental (adult) protection, as well as the prior years of comparative irresponsibility and childlike dependence. In short, the mourning and direct experiences of loss and sadness during these depressive phases pave the way to the emergence of a new, separate, and real self that is becoming increasingly autonomous. Through the process of experiencing the feelings of loss and mourning and the simultaneous emergence of an authentic, real, new self, the youngster begins to become his/her own person—a process which is absolutely necessary for successful navigation of adulthood.

Aberrations or interruption in the depressive and mourning processes of adolescence are evidenced in several pathological states seen in adults who have by-passed the normal mourning en route to adulthood. The youngster, for example, who for complex reasons cannot tolerate the depressive phases of adolescence and becomes addicted to drugs to keep high rather than experience the psychological work required while low, flagrantly violates the major tasks of adolescence. The result of such escape is a grossly underdeveloped and immature individual in adulthood. Nearly all adults who needed the assistance of alcohol and other chemicals to get through adolescence remain underdeveloped in their coping mechanisms as well as in the construction of a solid and positive sense of self.

Another violation of the normal loss and mourning process of adolescence is seen in the highly conforming and compliant child who seldom if ever presents a problem or even a disagreement to his parents. Most often such youngsters never really psychologically separate and individuate (establish their own autonomous identity), but instead adopt a passive, compliant role during adolescence to which they adhere for a lifetime. Although most parents and nearly all teachers enjoy the cooperative, compliant teenager, primarily because they are excellent students and do all the "right" things, few submissive, compliant youngsters truly mature from within. Their adaptation to their parents, to their teachers, to peers, and to life in general is seldom a real and authentic adjustment that emerges from deep within the self. Instead, such youngsters quit growing because they have turned the self over to their parents. In short, they fabricate a role, a false self, which in turn is reinforced by parents, teachers, and society. The tragedy of this type of adolescent development—the too-good-to-be-true role—is that life adjustment, especially the development of honest intimacy and creativity, is severely curtailed in adulthood.

Such people, while in adulthood, unconsciously tend to play out their adolescent conflicts with their spouse. Many become severely depressed and disturbed adults because they had not successfully individuated during adolescence. When the lives of the too-good-to-be-true teenagers are examined in adulthood, one sees the residual feelings of adolescence demonstrated by an almost chronic level of depression, loss, and despair, as well as an empty conformity that looks good on the outside but is devoid of deep personal satisfaction and meaning.

A third flagrant violation in the loss/mourning process is found in the youngster who is unable to accommodate the separation, loss, and abandonment of adolescence and becomes prematurely involved with sexual relations. Some youngsters who have not had satisfactory or dependable relationships with their parents *prior to adolescence* are unable to handle the loneliness of adolescence because they did not have the necessary foundation of love and closeness during their early years. Nearly always, these youngsters become prematurely involved with love relationships and sexuality in order to get through the pain of their abandonment depression. The unconscious motivation for premature sexual involvement is often the desire to fall head-over-heels in love so as to "lose" the self in another person. This is usually an unconscious desire for merger and symbiosis with nearly anyone who will cooperate. Clinically, however, falling deeply in love during adolescence is often little more than an anesthesia against the pain of depression, loneliness, and loss. Such individuals usually become extremely dependent upon love, romance, and sexual excitement rather than developing inner strength and ego coping mechanisms.

Quite accidentally, another group of youngsters tends to fall into this category of violating the natural growth opportunity of adolescence. The extremely attractive or handsome teenager who is socially desirable, sought after, and readily receives a deluge of recognition frequently tends to become overly dependent on admiration. Although many parents would prefer their children to be socially desirable, it can be an injustice to the process of successful separation and individuation because they tend to command an overly enthusiastic response from others based entirely on external (sexual) appearance. In short, the positive response is not earned or learned, nor does it require strength from the interior; it is a superficial/exterior response that tends to short-circuit genuine strength. The extremely socially desirable youngster usually develops a well-packaged false self solely oriented toward eliciting attention and recognition from others. If this response tendency is carried into adulthood, as it often is, the person may remain psychologically immature in that he/she is unable to tolerate stress, is superficial, and is highly dependent upon the attention of others for feelings of well-being. Nearly always, such adults feel empty, unfulfilled, and unhappy despite the fact that they appear to have all the things that are supposed to make them happy.

For Better or Worse--The Issue of Identity

Figure 3 shows the potential for teenagers genuinely to strengthen, to worsen, or merely to get through. It may be helpful for parents and helping adults to study this chart as it may assist in self-appraisal as well as in the appraisal of the adolescent. While conducting seminars for parents or workshops on adolescence for professionals, we encourage parents not to overreact to adolescent behaviors and "symptoms." Overreacting to teenagers causes an opposite negative reaction which can cause the youngster to worsen. But more important, overreacting to nearly every "abnormal" behavior of adolescence may dangerously cause the youngster to fortify his/her role of conformity and obedience. Such a role, demanded by adults in their anxious attempt to be perfect parents, is the antithesis of a healthy and positive real self or real identity. It is only through the acquisition of a solid real self, even if it does not conform to parental standards, that the individual will be free to develop deep levels of intrinsic motivation and enthusiasm for living.

To help adults not overreact to their teenagers, we usually have them become familiar with psychological factors of separation, individuation, and identity, not so much during early adolescence but during *adolescence proper*. During *adolescence proper* (ages fourteen and a half to seventeen and a half), we recommend that the parents take a quarterly inventory of whether or not their child is moving toward a higher or a lower level of inner strength. That is, instead of overreacting by being critical, controlling, and rejecting, parents should adopt a loving, caring, positive, accepting attitude and response style toward their teenagers, and panic or relax only after they do a careful quarterly appraisal. About once every three months they might objectively attempt to evaluate the process of successful or unsuccessful individuation in their teenager (and themselves) by checking the attributes of the following list.

Figure 3. Individuation: For Better or Worse

Higher Level	Lower Level
Self-containment	Hostility/anger
Self-knowledge	Resentment
Self-fulfillment	Depression/withdrawal/despair
Appreciation capability	Rigidity
Openmindedness	Obsessions (alcohol, chemicals, sex)
•	Bitterness/criticism of nearly everything
Peace of mind	Envy
	More self-centeredness
Skill acquisition	No signs of gratitude/appreciation
Self-direction/increased ability to plan and be responsible	Decreased ability to plan and be responsible

It is natural for parents to want to stay on top of their teenagers' activities and behavior, but to do so often means that they may inadvertently contribute to conflict and appear to reject their son or daughter. As the adolescent goes through the pain of separation, loss, and individuation, he/she needs all the understanding, affirmation, and acceptance possible in order to successfully negotiate a positive, healthy identity. Frequently, overly critical, overly controlling, cynical, and nonaffirming parents force their child away from the family toward others, some of whom may be of questionable influence. Teenagers need acceptance and affirmation that they are fine people just as they are. If they cannot be affirmed at home, they have little choice but to move toward others to seek the acceptance and belonging they need in order to survive emotionally.

As mentioned, rather than day-by-day parental overreactions to adolescent behaviors, we recommend a quarterly inner life appraisal. Under the scrutiny of daily evaluation, it is doubtful anyone could pass the test of growth. On a quarterly basis, however, it is not difficult to evaluate whether a youngster is advancing forward toward higher levels of successful individuation or whether he/she is regressing and worsening. In our family dynamics seminars, we also encourage parents to evaluate themselves and their own emotional development for signs of improvement and signs of regression. Because one aspect of adolescence is to develop a high level of social-interpersonal awareness and sophistication, many above-average teenagers lose respect for their parents if they have quit growing and maturing, or if they are alcoholic and/or otherwise conspicuously disturbed. Psychologically, teenagers are free to grow and succeed in approximately the same

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proportion that their parents are psychologically growing and maturing. Wellness in the parents tends to beget wellness in the children.

The obsolete adage, "Do as I say and not as I do," often creates more conflict and parental disrespect than it is worth. Our adage for parents is to do a quarterly psychological appraisal on themselves and to make a commitment to health which entails that they eventually resolve enough of their own issues that their teenagers can see them as living well and loving well. In short, the healthier, more loving, and more well-adjusted the parents, the healthier and more well-adjusted the children. To date, our research has shown that it can be no other way!

CHAPTER TWO

EVALUATION OF CHILD: EVALUATION OF SELF

> *The purpose of parenting is not merely to get through the day, week, or month without hassles. The purpose is to help each child grow, become more real, and be all that he or she can be.*

This chapter is designed to provide approximate guidelines for adolescent and parental development. The limited size of this monograph does not permit a fully detailed account of the principles of human growth, but it is hoped that the reader will derive enough information from the following pages to prove helpful. (For a detailed account of inner life development in adolescents and adults, see David Klimek, *Narrow is the Way: An Analysis of Successful Living*, 1987, manuscript submitted for publication.) Figure 3 has shown the indications of becoming stronger from within and, as stated before, each individual should be compared only against him/herself on a quarterly basis.

Self-Containment

A major feature of successful inner life development of adolescence is self-containment. This is the ability to show self-direction and planning, and to spend time alone without feeling aggressive, anxious, bored, or depressed. Much of the sibling rivalry in families is related to the youngsters' underdeveloped capability to experience aloneness and quietude without becoming angry, restless, or destructive. Rivalry is basically negative interactions wherein youngsters relate to one another with aggression and destruction, primarily because they are unable to contain the self. Most parents realize that sibling rivalry intensifies when one or both children are bored, which is a derivative of the feeling of underlying depression related to loss.

Signs of self-containment in *adolescence proper* are evidenced in less bickering between teenager and parents and between the teenager and other siblings. Other signs are a better grasp of reality which results in better planning, doing things for the self (excluding taking out the garbage, cleaning up after one's self, loading the dishwasher, and cleaning one's bedroom), fewer mood swings, less negativity, more optimistic outlook about life, fewer demands on parents, and greater ability to tolerate frustration, loneliness, and quietude. Self-containment also shows up in greater capacity and willingness to cooperate

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with others as well as increased occurrences of spontaneous compliments toward others who possess admirable traits.

Self-Knowledge

As teenagers (and adults) advance through life they should become increasingly interested in their own feelings and the feelings of others. They should also begin to recognize their own contribution to problems and to personal failures without blaming others. Extremely defensive adolescents and adults are unable to accept full responsibility for their own actions, and in essence for themselves. Instead, they remain blind to their own *real* feelings and the *real* feelings of others. This lack of self-knowledge keeps them immature and dependent to the degree that they assume others are causing them to feel bad, or that others are the reason life is becoming difficult, or that other people get the breaks in life because of *luck*.

As the real self is successfully individuating and maturing, the adolescent is less apt to blame teachers for poor grades while simultaneously utilizing self-knowledge for increased direction and responsibility. Caution must be exercised at this juncture in the appraisal of teenage development. Some parents mistakenly assign improvement in this area to the passive, obedient, compliant child who gets straight A's and is obsessed with doing all the "right" things. Many successful students are not well-rounded at all, but fearfully hide their problems and social anxieties behind their books and good scholarship. Such youngsters seldom show increased self-knowledge and other-knowledge because they have anxious, strained, and faulty peer relationships. Their forte is compliance. Even though these adolescents are often pleasing to parents and teachers, they may not be developing internally. Accurate appraisal for such youngsters needs to be done in terms of moving toward healthier peer relationships and in finding more well-rounded interests. Perfectionistic students need to evaluate progress in terms of being less upset and more accepting of an occasional B or even a C in some classes. For others it will mean occasionally showing signs of defiance and disobedience.

Self-Fulfillment

Self-fulfillment automatically follows the rudimentary onslaught of self-containment and self-knowledge. For if a teenager cannot accept the real self and his/her uniqueness and needs, it is not possible to experience true self-fulfillment. Without legitimate self-fulfillment, living (for adults as well as teenagers) becomes increasingly burdensome and depressing. Yet many parents, especially those who are extremely authoritarian, deprecating, and controlling, are unable to love and support their child and let the child be his or her own person. Instead, they are constantly teaching, training, guiding, directing, and generally orchestrating their child's life. Some invasive parents stultify the child's separational process by needing to know everything he/she does. Such parents often pride themselves on their communication with their teenager. Their children are seldom able to complete the primary work of adolescence, however, because the parents are constantly invading the child's real self.

Self-fulfillment is seen in youngsters who show increasing capacity to be genuinely interested in things, and to participate in them in such a way that they feel comfortable, relaxed, and fulfilled after the event is over. During early adolescence, many teenagers fill their days with numerous activities, but don't often feel genuine self-fulfillment. They become engaged in such activities because their friends are doing them and/or because "it's exciting." When interests and events are engaged in for these reasons, they are not signs of self-fulfillment but instead create an additional craving for more activity and excitement. In short, the youngster is *driven* toward activities which do not fill the self or provide contentment. Instead they create more discontent and emptiness.

As teenagers navigate adolescence, one appraisal point is their ability to experience genuine satisfaction and fulfillment which temporarily *quiets* the inner life rather than keeping emotions running in a constant state of turmoil and excitement. To expect teenagers to experience periods of self-fulfillment at 13, 14, and 15 years of age would be a mistake. There should be obvious signs of it, however, at 16, 17, and 18. Needless to say, if a youngster's parents are lacking in fulfillment and live a hectic lifestyle in which they are attempting to find happiness by frantically seeking excitement and material things outside the self, the youngster is not apt to experience self-fulfillment.

Greater Ability for Appreciation

Parenting is a near-to-impossible task and to be perfect parents *is* impossible. As adults attempt to navigate their own life cycle they frequently become overwhelmed with burdens, some of which are similar to those experienced by their teenagers. Everyone from adolescence onward must struggle with the burden of his/her own aloneness, the burden of reality, and the burden of responsibility. From the overburdened adult

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perspective, most teenagers appear irresponsible and unappreciative. Some parents call their kids lazy, slobs, irresponsible, or ungrateful leeches. The truth is that the more the parents are suffering from the burdens of adulthood, marital discord, or their own unresolved adolescent conflicts, the more they either despise their teenagers and/or try to force them into the role of giving *them* love and providing *them* with signs of appreciation. Both of these antics interfere with the youngster's development of the real self. In our parental workshops we commonly tell parents, "Any teenager under 15 or 16 who openly shows love and appreciation toward his parents is revealing that something is terribly wrong!" To acquire such responses, the parents have had to train the child to fake affection and appreciation and/or they would have to have had periods of illness and dysfunction that traumatized the youngster so deeply that he/she was forced into the role of parent and caregiver. This is not a real appreciation, but a desperate response born out of fear of loss, guilt, punishment, or abandonment.

Real and authentic appreciation evolves from the inside only after a teenager has managed to grow from the pain of separation/individuation and has come to recognize the self as a unique and separate person. Through this separation and loss, he/she then becomes capable of viewing the parents as unique and separate entities. Usually the first signs of naturally expressed love and appreciation show up in the 16th year and increase thereafter if the child is growing. An occasional "Thanks, Mom," "Thanks, Dad," or "I love you, Mom," "I love you, Dad" that comes spontaneously and deep from the youngster's heart is enough to cause most parents to weep for joy. Such signs of authentic love almost make the self-sacrifice of parenthood worthwhile. On the quarterly assessment, most 16- or 17-year-olds may deliver at least one or two expressions of appreciation and gratitude. If a youngster is slipping downhill, there will be signs of anger and resentment toward the parents over "not giving me enough," or "not doing enough for me." In short, regressed 17-year-olds will not show love and appreciation to parents but instead will show anger, hatred, indifference, inconsideration, and will blame them for all they did wrong.

Openmindedness

Many adolescents, not unlike the overwhelmed adult, tend to shut out new knowledge or new ideas or new experiences so as to hold their own emotionally. When a youngster is in the throes of adolescent grieving and loss, there is an obsessive tendency to seek excitement and/or to shut out new knowledge, new learning, and new experiences.

Some adolescents may appear to be seeking new experiences, but a closer look will reveal that they are merely driven to seeking various stimuli for the excitement, not the learning. Although this may appear true, they nevertheless remain shut off from numerous learning experiences which require effort as they chase after exciting but meaningless adventure. Successful individuation in the typical 15- or 16-year-old will reveal itself in less constriction and defensiveness, and more openmindedness to new thoughts and ideas. During the quarterly review, it is an excellent idea to evaluate the nature of the new things the parent has learned and to derive a calibration of parental openmindedness. The second checkpoint is to evaluate any new learning, interests, or ideas in the youngster that reflect openmindedness. Rigid, defensive, angry, and defeated parents who do not have the strength or courage to be openminded will surely stultify the overall development of their teenager. Parental rigidity and defensiveness nearly always result in similar attitudes in the child—even if the youngster appears openminded. The exception to this paradigm is found in the family where the parents are extremely rigid and closed-minded in their behavior and attitudes, and yet have a negativistic and rebellious child. In some cases the youngsters appear extremely openminded by being intellectually interested in all the things that upset their parents. This type of openmindedness is not real, but born out of anger and resentment. The purpose of such "openmindedness" is to rub the parent's nose in their own rigidity and intellectual obstructionism. Technically, when people's minds are shut down and they avoid new experiences and new ways of looking at things, they in essence become stagnant. Nearly always, such people worsen with advancing age.

Peace of Mind

If all of the above characteristics have received a positive ranking in the self and child evaluation, there is increased likelihood that the youngster will show extended periods of emotional well-being and peace of mind. It would be unlikely to acquire a plus on the previous aspects of successful individuation and then score a negative sign on this characteristic. If it does happen, then the child's identity may not be authentic but forced, miscalculated by the parents because of personal bias, or faked in order to "look good." Some overcritical parents attempt to raise perfectly behaved children and in doing so produce little more than frightened robots who are out of touch with their emotions, but behave extraordinarily well.

If the youngster scored a plus on each of the above characteristics but shows signs of headaches, stomach aches, absenteeism, general malaise, agitation, irritation, eating disorders, anger, bitterness, envy, jealousy, excessive sensitivity to criticism, or excessive cynicism, it is likely that he/she is making a bogus adjustment. If all "looks good" on the outside, but the above symptoms persist, concerned parents need to seek competent professional help from a child- and/or child/family-oriented therapist for themselves and their youngster so as to help the family make the necessary changes to help each individual in the family unit grow from within.

Skill Acquisition

An important aspect of the psychological work of adolescence is increasing self-motivation in the steady acquisition of new interests, knowledge, and skills. It should be considered a danger sign if 17- or 18-year-olds do not have some enthusiastic interest in something constructive and are willing to sacrifice idle time to develop skills and competencies in this area of interest. On the quarterly review, parents need to ask, "Is the child acquiring skills or losing them?" This is often a delicate appraisal for some parents because it is possible that the child is developing many skills, but *none of them is what the parents would want*. This is not the place to discuss all the child-parent conflicts verbatim, but when a child is developing *self*-motivated skills which do not meet with parental approval, the youngster is very likely to respond vehemently with "Whose life is it!" Many over-anxious and over-controlling parents hear this plea or something similar but fail to listen. They are often the parents who mean well but are inadvertently hindering the development of a real and authentic sense of self in their teenager because they believe they know what is best or right for their child and proceed to do what they can to make the child conform to *their* wishes.

One extremely bright 16-year-old girl (I.Q. over 130) who was getting mediocre grades in school poignantly demonstrated this point in one of her family therapy sessions. During a moment of openness, she turned to her mother with a pleaful "Mom, believe it or not, I want to get good grades and use my brain more, I really do. But don't you see that *you* want good grades for me more than I do and you never let up. So if I get good grades now, I feel *it will be for you, not for me*. If you could quit being interested so much in me and my grades, and let it be O.K. with you and Dad if I would get C's and D's with no bitching, my grades would improve. After all, *whose grades are they*! If you are so interested in grades, go back to school and earn your own, but please let me alone."

The parents heard her plea and did bow out of her academic pursuit. She let her grades slip to D's and E's for a half term just to see if her parents could let her alone. When they upheld their promise, she began to study and got mostly A's and B's. She graduated from high school with excellent grades and is now doing well in college. But to do so, her parents had to let her become her own person to the degree that they were willing to love her despite the fact she was not pleasing them. When she felt their acceptance she said to me, "I guess they do care more about me than they do my grades. I'm now free to do my best and it's for me, not them!"

The second appraisal issue relates to skill acquisition pertaining to the conspicuous loss of skills during early adolescence. Often the rapid loss of previous interests and skills (unless a youngster is severely regressing or worsening on most of the factors shown in the next section on unsuccessful individuation) means that teenagers are leaving behind the skills that were learned during earlier years because of parental motivation, interest, and pressure. As teenagers separate and become their own person, they may discover that earlier ideas and skills were "not really me, but my parents." To separate and individuate successfully, many teenagers rid themselves of "not me" skills and behaviors in order to find the "real me" interests and skills that provide personal meaning and satisfaction.

When parents see their child disregard valuable skills and talents acquired during earlier years, they often become upset and frightened. From the parents' vantage point, people need as many skills and talents as they can acquire in order to be successful and live happier, more fulfilling lives. No one (at least no adult) will argue that point, but as mentioned earlier, teenagers operate in their own reality and often their reality makes little sense and is unacceptable to responsible, frantic, achievement-oriented, highly efficient adults who organize every minute of their day in order to accomplish something they believe is important. Such parents see no value in "hanging out" with friends and "wasting time." But psychologically, hanging out and wasting time is extremely important for teenagers as it helps them better integrate an authentic and positive self, as well as develop social skills that are separate from those encouraged by parents and other family members.

Academic failure is the one thing that frightens most parents, but it is an extremely complex phenomenon. When youngsters have done well academically but begin to regress in the 11th or 12th grade, they may be trying to make a complicated statement that they are not able to articulate. We have found psycho/educational evaluations to be extremely

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helpful in uncovering the cause of the youngster's regression. Nearly always, some sort of individual and/or family therapy is extremely helpful in bringing the unconscious feelings of the youngster to the surface. Once these feelings are exposed, many parents and their teenagers are able to make a healthier adjustment to each other so as to continue the process of growth more constructively.

Self-Direction/Greater Capacity to Plan Ahead and Be Responsible

The quarterly check on this trait may remain unmarked for quite a few years depending upon the perception of the parents. Many parents—especially those who feel pressured and overwhelmed by adult responsibilities—cannot let themselves accurately evaluate their teenager according to adolescent reality, but instead impose their frenzied adult standards. If so, they are usually furious at their child for appearing irresponsible!

Reasonably balanced and understanding parents who see their child as a unique individual are able to evaluate the child on his/her own merit and therefore objectively evaluate the youngster against the self. A healthy way to approach the appraisal of this trait is to look for signs of self-direction and planning that were not evident or not well-defined during the previous evaluation. To compare a teenager against adult standards, or against the standards of another child, is to reject the essence of that youngster's growth.

Each of the above aspects of successful individuation is best evaluated on a per child basis—that is, comparing each youngster only against him/herself. Whenever parents compare a child's attributes and personality development against the attributes and development of another, they have violated the most elementary aspect of human life: that everyone is unique, different, and develops at his/her own pace and in his/her own way.

CHAPTER THREE

THE DECLINE OF THE SELF

If an individual is not growing, he/she is probably worsening.

When a teenager is sinking into the lower levels of adaptation or is engaged in unsuccessful individuation, many of the destructive characteristics and behaviors are obvious. These signs and signals are inner life (psychological) mechanisms that manifest themselves in a variety of behaviors. Because most regressive symptoms are obvious and are the fear of every concerned parent, they need no further definition. They will be discussed briefly, however, because understanding some of the regressive symptoms in teenagers may help parents relate to the regressive tendencies in themselves. Out of this comparative knowledge may emerge deeper levels of understanding and empathy between parents and teenagers.

In this brief overview of regressive adaptation, we again recommend a quarterly review not only for the presence or absence of various traits, but for a self-comparison in terms of diminution or intensification of the various characteristics. Everyone has phases when he/she experiences symptoms of psychological regression. The difference between successful and unsuccessful individuation, however, is that in successful adaptation regressive symptoms are transitory and relatively infrequent. Some people realize they are slipping and deliberately work at getting back on track, while others badly deteriorate and don't seem to know or care. They let themselves go (because it requires less strength) to a point where they are unable to return to a level of satisfactory life adjustment.

Anger/Hostility/Resentment/Bitterness

Psychologically, nearly all expressions of anger are in fact indications of self-anger. The less adequate the youngster feels about him/herself, the greater the likelihood that he/she will reflect this inner hatred by projecting it outward onto others. Expressions of anger, hostility, resentment, bitterness, and criticalness toward others are often outward manifestations of the internal workings of the individual. During adolescence it is possible that the youngster has been the brunt of negative emotions (consciously and/or unconsciously) from the parents, and is merely reflecting what he/she has experienced at home. Teenagers raised by successfully individuated parents who feel good about themselves, good about each other, and are readily accepting of everyone in the family, seldom have children who are angry, hostile, critical, resentful, and bitter. If most of life has gone fairly well for the parents and the youngster feels loved, valued, appreciated, and respected, there is little reason for adolescents raised in such families to feel hostile toward themselves, others, and the world at large.

An exception is noted which may attenuate parental anxiety on the one hand, while increasing it on the other. Our research on adolescent anger has shown that some parents who are fairly successfully individuated may in fact have angry adolescent youngsters. When this is the case, the early development of the child is worth careful consideration. For example, if the mother was depressed, physically ill, or experienced a severe emotional trauma during the child's first two or three years of life, it is possible that the necessary foundations of emotional and psychological health were weakened. Such youngsters are sometimes able to do fairly well during their early years, but have extreme difficulty during the separation/loss/individuation work of adolescence. In such situations, the task of adolescence stimulates unconscious developmental vulnerabilities and exacerbated feelings of separation, loneliness, depression, and loss from early childhood which, as teenagers, they react to violently.

If a child has experienced repeated emotional separation from the parents during the first two or three years of life, or if the youngster was ill during much of his/her early years, or if the mother was emotionally unavailable, deep-rooted separation/loss/individuation vulnerabilities exist that are likely to surface in adolescence. We have also noted that many adopted youngsters have a difficult time during adolescence and often require psychological treatment in order to navigate successfully the pain of separation/loss/abandonment. Many adopted youngsters feel vulnerable to rejection, separation, and abandonment during these years because their "real" mother did reject and abandon them. They also go through an extremely difficult time with numerous struggles related to "Who am I?" Nearly all adopted youngsters cannot be satisfied with who they are because they do not know who their "real" parents are. Many have a deep desire to know the reasons they were abandoned. They also have a persistent desire for reunion with the mother so they can learn who she and the father really were as well as the "real reason" for the abandonment. Often the rage and frustration of their abandonment by the "real" mother is played out against the adoptive mother.

In the above situations the youngster's anger is not episodic but tends to be present most of the time. Regressed adolescents (and adults) give the impression that they are angry most of the time and experience only a few hours per week when they feel happy or indifferent. When parents have to tip-toe around the youngster because everything they say tends to evoke anger, it is a sign of severe disturbance, and professional help is recommended for the parents and child. The same recommendation is of course applicable to parents. If a spouse feels he/she must walk on eggshells or walk a tightrope or be on guard lest he/she upset the partner and experience his/her anger or rage, it is highly unlikely that anyone living under such precarious circumstances can develop normally.

Depression Despair

As described earlier, periods of withdrawal and depression are quite normal in adolescence (as well as in adulthood), as they allow the individual to turn inward, to think, to contemplate, and to do important work in understanding themselves and "what they are about." Periodic depression can be a time of soul-searching and self-understanding, which leads the way toward higher levels of value acquisition as well as a more solid and real identity. The type of depression and despair that should serve as a panic alert is the type that the youngster cannot seem to resolve or shake by the resources that are available. For example, if a youngster appears depressed *while in the presence of peers*, or if peer relationships result in depression, it is likely that other problems are impinging upon him/her to the degree that he/she is not able to develop satisfying emotional connections with them. Such alienation and isolation are indeed a danger sign which must be taken as seriously as suicide talk and suicide gestures.

If a youngster appears chronically depressed and is unable to feel better in the presence of friends, or if he/she is making suicidal gestures, professional help by a qualified child/adolescent therapist must be considered. Accidents and suicide are the leading causes of death in teenagers in America, and both are reaching astonishing proportions. Furthermore, many adolescent deaths attributed to accidents involve drinking, drugs, or other self-destructive behaviors which could be classified as suicidal in their psychological meaning.

Some parents, for personal reasons, become angry when their teenager displays suicidal symptoms or threatens suicide. They accuse the youngster of doing it only for attention and negate the importance of the gesture as a signal that something is seriously amiss. Our findings reveal that if an adolescent (or adult, for that matter) is showing suicidal signs "only for attention," something is still seriously out of balance in terms of

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successful adaptation. The rhetorical question to parents who dismiss their child's depression and/or suicide feelings by claiming that they are doing it only for attention is, "What is wrong, psychologically, that the youngster cannot get the attention he/she needs by doing something positive and self-affirming?" More important, however, when professionals are attempting to understand such parents is to ask them why the need for attention and affection seems negative. Most often, it will be discovered that the parents' supportive, nurturing, and affective needs are not being met, and because of this deprivation they are unsympathetic to the same needs in their child. The need for love is so deep in humans that if a parent feels "love starved," he/she is not likely to be empathic to the teenager's need for extra love and support.

Rigidity

Rigidity, perseveration, and stagnation are earmarks of developmental arrest in teenagers as well as adults. Commonly, while working with disturbed adolescents we are amazed at their rigid attitudes and beliefs. Disturbed people tend to hold to extremely rigid, defensive, and rejecting attitudes toward others, life, and themselves. When a teenager is disturbed, there is usually an accompanying underlying depression and loss of esteem that causes him/her to fear change. Most often, such youngsters have neither the psychological and intellectual energy nor the creative flexibility to acquire new knowledge about much of anything. Instead of perceiving the world as a place of opportunity, challenge, and discovery, they instead think of it as a place of restriction, frustration, and oppression. Most often the persistent underlying depression and accompanying negative attitudes cause them to hold on defensively to what little they have. Seldom are disturbed teenagers able to alter their rigid and negative attitudes so as to advance forward.

Most clinicians and parents trying to help teenagers change their minds about the self, peers, or life attitudes will be in for a great disappointment. Nearly always, when teenagers are in a regressive, self-defeating mode, their negative feelings about themselves and others have been set in place eons before their behavior reflects these emotions. As will be shown in later sections, rigid, regressed adolescents often come from negative, defeated families in which parental attitudes are equally inflexible. Hence, some adolescent rigidity is the direct result of trying to get through to the parents, often to no avail. They have learned by experience that talking to parents "doesn't change a damn thing." Diagnostically, the rigid, angry adolescent is nearly always experiencing deep feelings of futility, hopelessness, and passivity. Many have a "What's the use?" attitude about themselves and their ability to facilitate change for the better. They have begun a lifestyle of angry cynicism indicative of resigned defeat. Adolescents need to see their parents' lives change and become healthier in order for them to believe that they can change, grow, and get what they need from life and others in order to be happy.

Obsessions: Alcohol/Sex/Drugs

Some obsessions can be positive and healthy during adolescence, such as those seen in the youngster who is obsessed with getting the best grades attainable or being the best musician or athlete, or developing the healthiest peer relationships he/she can manage. The regressed youngster will not see much value in any of the above "obsessions," but instead will tend to rigidly criticize peers and self-righteously defend his/her negative identity. It should be obvious to adults that it takes less skill, less intelligence, and less inner strength to participate in almost any destructive obsession than it does to succeed.

Obsessions involving negative behaviors and attitudes might be most accurately interpreted as self-prescribed medication against psychological dis-ease. Obsessions are essentially pain relievers, usually against the adolescent work of separation/loss/individuation. As shown repeatedly, the phase of loss is extremely painful and many teenagers do not have the psychological, familial, and peer resources available to "ride out" low times. In short, because the inner psychological resources are not adequate, they require resources outside the self to get through the pain. Alcohol and other drugs are the easiest way to dull the pain either by numbing the central nervous system (alcohol) or by fighting against the depression and fear by "getting high" (marijuana, stimulants, and mood-elevating or hallucinogenic drugs). The obsession with extremely loud, blasting music serves much the same purpose, but is more adaptive than mood-altering chemicals. The loud, invasive, and blasting music that gives most adults headaches serves to drown out the underlying depression, loneliness, and emptiness en route to a more substantial sense of self. These self-prescribed medications (obsessions) are used not only by struggling teenagers but by some parents as well.

Many adults do not consider dating and sex as obsessions, but desperately seeking love, sex, and somebody to love them is a readily accessible way of combating the pain of separation. To fall in love and to think about the lover who is "always on my mind" is in fact an obsession not unlike alcohol and other chemicals. It gets the mind off the self.

arouses sexual feelings, and focuses attention toward something outside the self which makes it a little easier to get through the pain of each day. Although many adults may think nothing of the 16-year-old who is obsessed with being in love, with dating, sex, and possibly getting married and having a child, such obsessions in adolescence are most often a sign of regression and negative identification.

Obsessions such as sex, love, loud music, alcohol, drugs and too much or too little food are addictions whether used by adolescents or adults. One indication of the suffering that is subdued by addictions and obsessions is the amount of pain experienced when obsessions are ceased or their use discontinued. The teenager who, after breaking up with a boyfriend or girlfriend, becomes suicidal or dysfunctional is revealing the inner core of unsuccessful individuation. These teenagers are as addicted to love and sex as an escape from the necessary work of adolescence as the drug addict is to chemicals. Both become desperate, angry, and dysfunctional when their "supply" or "fix" is unavailable.

Envy

Envy is a telltale indication of unsuccessful individuation in both adolescence and adulthood. It is anger and resentment toward the perceived external attributes and possessions of another. In many ways, it reflects a superficial, materialistic orientation to life and is a sign of extreme dissatisfaction with the self and perceived limited potential for a better future. Adolescents tend to be more honest with their envy than socialized and appropriate adults. Their honesty is not straightforward, nor is it owned, but is psychologically reversed and displayed in open antagonism and hatred. "Oh, she makes me sick," or "I hate that jerk," or more directly, "I hate that snob who has everything; he thinks he's better than me," are expressions of envy. This reversal is often seen in teenagers who, upon first meeting a particular youngster, decide they "hate" him/her. This assessment frequently changes when, following an argument, fight, conflict, or merely associating with the enemy, the teenager discovers that he/she "really likes" the person after all. Seldom will an adolescent own up to envy by recognizing his/her anger. For example, it is highly unlikely for a teenager to say," I guess the reason I am so critical of her is because I envy her." Disturbed teenagers are especially unlikely to possess such honesty for they tend actually to believe that happiness *is* related to superficial, external belongings. They also tend to believe that they are incapable of obtaining material things based upon their own limited resources.

In terms of the quarterly evaluation, decreased signs of envy, jealousy, and criticism or cynicism may indicate a higher level of genuine self-acceptance, especially if it is accompanied by periods of emotional contentment and indications of additional competence and skill acquisition. Nearly always, envy and derivatives of envy are seen in people who feel terrible about themselves. It makes sense that if a youngster is doing his/her psychological work properly and is feeling better about the self, signs of criticism and contempt for others would subside. It is a psychological truism that anger, criticism, and contempt are a thinly veiled mask for self-anger, self-criticism, and self-hatred. Such symptoms, whether displayed in adolescence or adulthood, should be carefully evaluated. If these symptoms continue to worsen month by month and year by year, they are signs of serious psychological regression and unsuccessful individuation which require competent professional help if one is to reverse the destructive trend and to advance forward in strength and health.

Increased Self-Centeredness

Nearly all adolescents between the ages of 15 and 18 will appear to be extremely self-centered when compared with parental or adult standards. Some parents become infuriated by the fact that they always seem to be giving and doing for their youngster, while their teenager does little or nothing in return. Our research has shown that parental evaluation of their child's level of self-centeredness is seldom accurate or objective. For example, when parents expect their child to show appreciation or be eager to do dishes, clean their room, take out garbage, or pick up after themselves, they are likely to be sorely disappointed. Such parents are certain that their son or daughter is self-centered and selfish and often tell them so, trying to shame their youngster into being more considerate of parental needs and wishes. But the concept of adolescent selfishness is not as simple as many parents seem to believe.

One the one hand, "self-centeredness" or "selfishness" is a natural by-product of separation/individuation in that self-centeredness is not really selfish, but a manifestation that their parents' home is not their home because they are in the process of looking to the outside world for meaning and satisfaction. During *adolescence proper*, some parental accusations of self-centeredness may in fact be toward the youngster's enthusiasm for life, fun, friends, and interest away from the parents and family. The needs and wants of the parents should in fact become less prominent in the youngster's mind as he/she becomes

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psychologically less dependent upon them for love and approval and more reliant upon peer relationships and self-affirmation. It is part of the emotional process of "leaving home." Some parents boast to friends about the obedience and compliance of their son or daughter and how helpful he/she is at home. More often than not, when a 16- to 18-year-old is more interested in pleasing the parent than in pleasing the self, the process of successful separation/individuation is in serious jeopardy.

Often overlooked from the adult perspective is the fact that when a teenager separates/individuates and feels the loss of the parents, the parents, especially the mother, are also in a state of crisis or psychological imbalance. No two people who are psychologically bonded or attached should be able to have the loved one pull away without feeling loss, anxiety, vulnerability, and abandonment. Because loss and separation often evoke unconscious feelings of loneliness and death, some parents fight their feelings of grief and mourning over the loss of their teenager by trying to control his/her activities. They fear that if their teenager gets too free he/she will be killed. Most often serious arguments and parent-child battles ensue when the youngster needs to get away from home and into the world, and the parents are trying desperately to hold on and control the child because they are experiencing feelings of vulnerability, fear, and fantasies of their child's brutal death. Such parents need to do their psychological work more honestly and learn to suffer the pain of loss more directly rather than to avert these feelings by trying to force their child to stay home. In short, many parents unconsciously fight against their own pain of separation, loss, mourning, and fear of their child's death by setting rigid curfews and by trying to keep the youngster close to home. Because they are in direct violation of the principles of human growth, they usually end up in conflict with their child, which does little more than drive him/her further away.

Between the ages of 16 and 18, legitimate self-centeredness disturbance is reflected in ruthless insensitivity to others and excessive signs of "me first" or "I am the greatest" or "to hell with anyone else." In its most serious forms it is seen in youngsters who are sadistic toward others and generally lack empathy or caring either because they are too "out of it" to notice, or because they are filled with anger and enjoy being cruel. Some teenagers in the disturbed range of self-centered pathology are unable to have a reasonable sense of fair play with parents, siblings, and peers. When parents, for example, try to be honest, sympathetic, and caring so as to reach their teenager, such vulnerability falls on deaf ears and the youngster appears to have little or no capacity for interpreting the pain and concern of the parents. It is as though their human connection, caring, and empathy functions have gone dead.

Some youngsters appear always to be in trouble. They are hours late in returning home and seem to care less about the feelings of their parents. They seem to care only about immediate gratification and have little or no capacity to delay their impulses, tensions, and desires. They want and need everything they see and tend to demand it. They become upset when they cannot get exactly what they want, when they want it. They act as if their parents and society owe them the world and that they are entitled to the love and possessions of others without doing anything in return. Some teenagers act this out by stealing, burglarizing, and shoplifting. Seriously disturbed adolescents hold to a self-centered role which is primarily geared toward taking, using, and consuming. They have little capacity to consider the possibility that they may have to earn the love, respect, and gifts by their own effort, responsibility, and cooperation. Their disturbing life attitude is, "What's mine is mine and what's yours is mine."

Little or No Evidence of Appreciation

As previously shown in Figure 2, on the positive side of the evaluation ledger, teenagers between the ages of 15 and 18 who are successfully individuating only occasionally show signs of spontaneous respect, empathy, love, and appreciation toward their parents. Also shown was the fact that unsuccessfully individuated adolescents either remain compliant and submissive or remain psychologically dependent and demanding. Because of these dynamics, they are seldom able to show authentic indications of love, appreciation, and gratitude. The natural empathy that emerges from experiencing their own separateness and autonomy helps them become aware of the fact that life is psychologically difficult for everyone, including their parents. As teenagers separate and try to become their own unique and responsible persons, they begin to identify slowly with some of the things their parents have done and, as a result, come to feel gratitude toward the parents for their self-denial and care.

It can be a gratifying and meaningful experience for teenagers and parents alike when they come to reunite after the period of adolescent separation/individuation. Our research has shown that if parents can fully understand and accept the psychological work of adolescence, and love and respect their teenager and his/her choices, even if these seem foolish according to adult standards, the youngster will eventually display more loving and

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appreciative attitudes. Hundreds of times over the years we have heard parents relate stories with tears of joy about their teenager, who while impossible from 14 to 18, becomes a loving, empathic, and caring young adult that enjoys spending time with them. Nearly always such parents are grateful that they did not become part of the problem by fighting and rejecting their child, but continued to love and accept him/her in spite of the nasty self. Even though they may have questioned the wisdom of their love, they learned that they did the right thing. Teenagers, as well as every healthy adult, need a lot of love and support when going through the hard times. When love, care, and support are received, the individual usually comes through these phases stronger, more caring, empathic, and appreciative.

As discussed previously, when a youngster is worsening, he/she tends to act as if he/she were a bottomless pit that wants, expects, demands, and manipulates everything, but gives nothing. In such cases, gratitude and appreciation are not possible as the youngster is incapable of feeling separate and good about the self. He or she demands and expects to feel good, but as soon as the object of gratification is used or consumed, the youngster wants something else. Because this type of teenager is in fact seriously disturbed, he/she seldom if ever feels emotionally satisfied or psychologically *gratified*; hence there is little chance that he/she will be able to show *gratitude*.

Throughout the process of honest self- and child-evaluation, it cannot be stressed enough that the quarterly reviews be done in the context of comparing each child against him/herself. At the risk of sounding redundant, evaluations must *never* be done by comparing one child against siblings, the child against a neighbor's child, or the child against parental standards or the standards of the "perfect adolescent" that one hears about from boastful neighbors. Whenever a comparison is made against anyone other than the self, there is little choice but to reject individuality and authenticity—which is to reject the youngster's uniqueness and growth. Every living thing grows at its own rate, in its own way, towards its own end. Pushing, forcing, manipulating, threatening, and punishing have not been shown to help with real growth and individuation. Ample room, nutriment as needed, and excellent growing conditions from the immediate environment tend to be the best insurance for facilitating the growth of a strong, healthy and beautifully unique individual.

CHAPTER FOUR

STAGES OF FAMILY LIFE

The Individual Within a Family

An essential part of understanding, supporting and working with an adolescent is having a dynamic understanding of his or her family. An adolescent's family of origin is a powerful influence that cannot be overlooked as it can effectively interfere with the youngster's development of independence and ability to separate/ individuate in a healthy way. This is especially true if the developmental needs of the adolescent's family as a unit are in conflict with the developmental needs of the adolescent as an individual. In other words, what is good for the adolescent may not be good for the family or vice versa. Some adolescents may actually stop growing emotionally and sacrifice themselves psychologically in order to save a family that cannot adjust to the separation that is a natural outgrowth of the adolescent stage of development.

Healthy families promote growth and change in the individuals in them and should be able to sustain themselves during sometimes painful transitions from one stage of family development to another. Families like individuals have their limitations, however, and some are not strong enough or stable enough to adjust to the requirements for change the adolescent stage of individual development brings into the family. Issues of emotional separation vs. interdependence, distance vs. closeness and intimacy, and self-autonomy vs. responsibility to others represent some of the issues that need to be re-negotiated within the family during this time.

The Family Life Cycle

It is helpful in these negotiations to view the adolescent's growth and development against the backdrop of the family's life cycle. It is important to determine where an adolescent's family is in its developmental life cycle in order to assess difficulties the family may be experiencing in accommodating, restructuring, and changing in support of the individual developmental needs of the adolescent.

A typical one-family life cycle would include a progression through marriage, birth of the first child, first child entering school, last child entering school, mid-life reappraisal, dependency of grandparents, last child leaving home, and retirement. Where divorce

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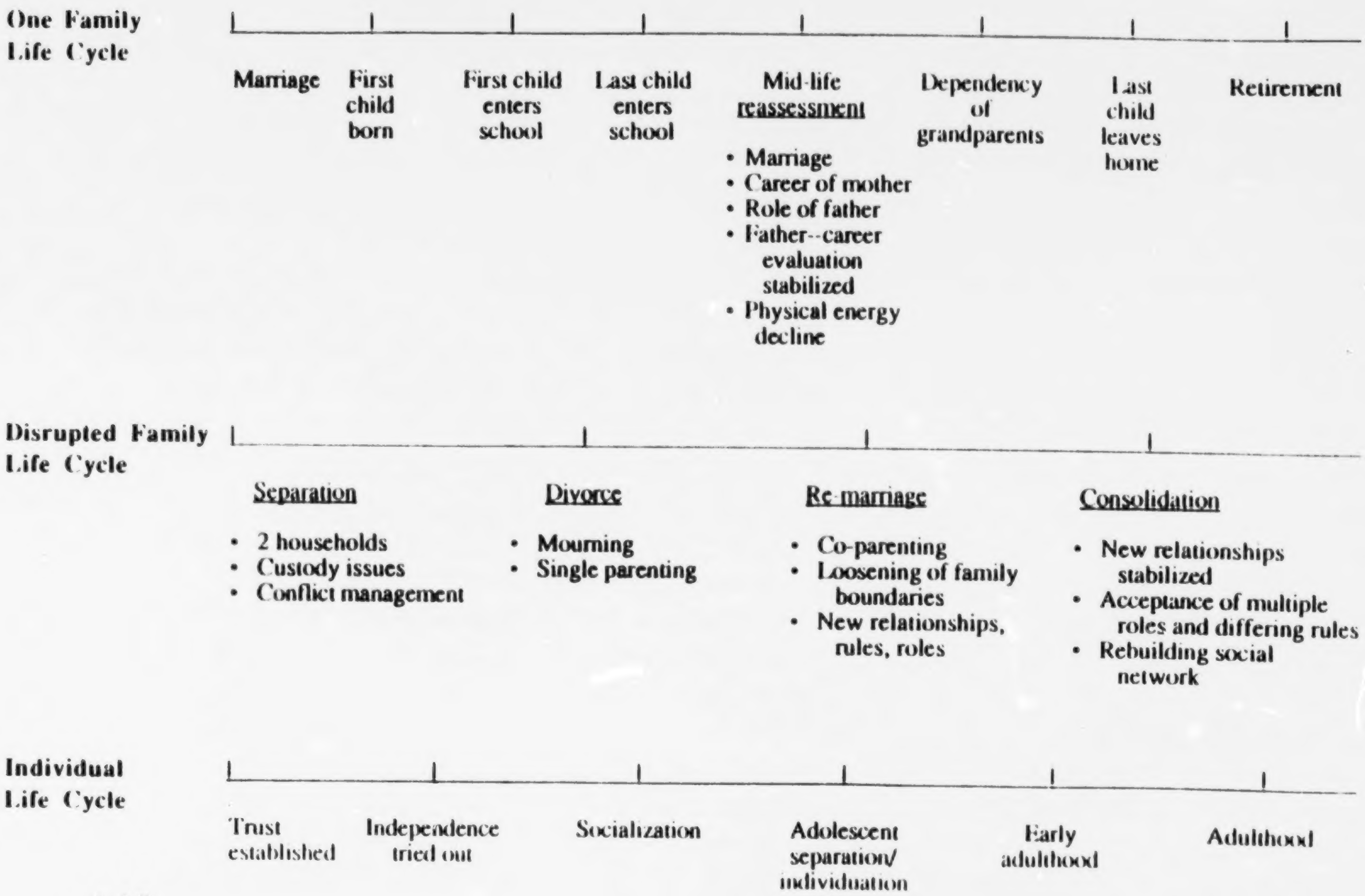
occurs, there will be an additional cycle of events in the family which may include a separation period, legal divorce, remarriage, and consolidation of the new family. With increased incidence of divorce and remarriage it is not unusual for the initial family developmental cycle to be disrupted and split into several separate life cycles. Individual developmental cycles must then emerge in the context of several family life cycles represented by more than one marriage. Roles of parents multiply in these additional cycles from biological parenting to step-parenting and from custodial parenting to non-custodial parenting. Adolescents may reside in several households and must adjust to these larger family sizes which include step-parents, step-grandparents, and step-siblings.

Anyone working with adolescents must become familiar with the various types of life cycles that have impact on them in order to assess the adequacy with which they support or inhibit their developmental needs (see figure 4). Adequate support is particularly difficult to come by in a new or reconstituted family that is trying to consolidate. The flexibility required by an adolescent that is moving in and out of family life can put too great a strain on the family system. Identity confusion can occur as a result of loyalty and attachment conflicts around the adolescent's relationship to four parental figures instead of two. In these situations, adolescents experience a double loss of their identity as a child, plus the loss of their original family. Additional pressures to accomplish the tasks of developing more adult roles in their family while learning the new roles associated with membership in a second family may add too much of a burden to adolescents and precipitate temporary regression in their psychological development.

Modulation of intense feelings and moodiness associated with adolescence may be especially difficult in these situations as anger toward parents, as well as abandonment fears, could inhibit natural expressions of feelings. Sexual anxieties and conflicts may also become an issue for an adolescent in the new family where the incest taboos of the initial family do not exist. Step-parents in these families can become the objects of intense anger if the adolescent has a particularly close relationship with the parent of the opposite sex. Each developmental change in the life of these families will require some adjustment to accommodate the parallel development of the individual stages of growth. Each stage will produce dramatic changes in intellectual capacities, emotional attachments and social relationships in addition to the multiple demands of adjusting to new family life patterns. The point at which the developing family and the emerging individual intersect may stress either one. Typically, the adolescent stage of development intersects with the family stage of midlife reappraisal or what some theorists refer to as midlife crisis.

Figure 4. Family and Individual Life Cycles


One Family Life Cycle
Marriage
First child born
First child enters school
Last child enters school
Mid-life reassessment
• Marriage
• Career of mother
• Role of father
• Father--career evaluation stabilized
• Physical energy decline
Dependency of grandparents
Last child leaves home
Retirement
Disrupted Family Life Cycle
Separation
• 2 households
• Custody issues
• Conflict management
Divorce
• Mourning
• Single parenting
Re-marriage
• Co-parenting
• Loosening of family boundaries
• New relationships, rules, roles
Consolidation
• New relationships stabilized
• Acceptance of multiple roles and differing rules
• Rebuilding social network
Individual Life Cycle
Trust established
Independence tried out
Socialization
Adolescent separation/ individuation
Early adulthood
Adulthood

The Family as a System

To understand and utilize these developmental lines (see figure 4) it is useful to look at families from a systems frame of reference. In a family system everyone has to play a part or role to maintain the life of the system. Change in one part requires change or accommodation in another so that there is an on-going balance. If there are too many difficult issues associated with a particular stage of family life, a family may not be able to accommodate or adjust to the demands placed on it by the adolescent stage of individual development. This may produce an imbalance in the family system.

The Midlife Stage of Family Development

For many parents the midlife stage of family development is just such a stressful time when the family can get out of balance. For the majority of men it is often a period of internal and external struggling and questioning. According to Levinson (1978), developmental issues of males during their adolescence are reactivated during this midlife stage. Questions about their identity, level of success and achievements, and future career concerns may absorb a great deal of their energy as they make the transition from early to middle adulthood. Loss of energy may also result from intense reassessment of the marriage commitment that frequently takes place during this stage of family life. The parents of the adolescent may be struggling with what many women experience as a renewed opportunity and interest in their own careers outside the family and home environment. Such a career concern for the mother places additional demands for adjustment and accommodation on the family. A wife's growing assertiveness and freedom through career expansion may reduce the husband's feelings of authority, power, and self-esteem within the family or increase them if his presence is more needed. Depending on how well the parents of an adolescent are able to work through these critical adult issues at this stage of family development, they will have more or less time, interest, and energy to devote to understanding the needs of their children. Midlife stress often may hinder the parents from taking the time needed to carefully appreciate and negotiate a new way of living together in a family with an adolescent. Viewing adolescents in simplistic, narrow ways becomes tempting as it takes less energy away from parents' preoccupation with uncertainties in their own lives. When the needs of the parents and adolescents come into conflict over such narrowness or rigidity, the parents may not be able to adapt or change enough to progress to a stage of family life that can more appropriately support and nurture the changing needs of the adolescent.

How Adolescents Respond to Family Rigidity

Many adolescents raised in rigid, defensive, and over-controlling families feel imprisoned and stifled. They may love their parents but not be able to appreciate them or feel their support. In extreme cases rigidity in the parents causes equally rigid attitudes in the children. When this occurs, family rigidity can erode love as well as enjoyment.

Loss of Self

Some adolescents raised in this type of stressed family feel a loss of who they really are or want to be and are able to be real and authentic only when away from the family. Other adolescents will lose touch with who they really are as they allow themselves to be exploited for the sake of the family and willingly give themselves (identity and all) over to their parents. Parents' needs for support, companionship, or achievement satisfaction may be particularly apparent at this stage in the family life cycle. Adolescents who choose to sacrifice themselves in such a family might well be able to bolster the fading self-esteem of their parents or at least assure the unity of the family over and against their own needs for individuality and separation. This phenomenon typically shows up in terms of intense sports activities, over-investment of energy in scholastic achievement, passive, compliant participation in church, and reluctance to engage deeply in relationships or experiences that mean physical or emotional separation from the family. Some students would rather let their parents choose their academic courses or colleges than feel the anxiety that would accompany choosing a course or college that their parents did not approve of or value. Some would go so far as to let their parents choose their career and major course of study. Others might be reluctant to marry unless their parents approved of the person, time, or place of residence. These types of sacrifices of the self are only a temporary solution at best.

The Triangulated Relationship

Some adolescents may get caught in a triangulated relationship with their parents at this point. Bowen (1978) termed this common process in disturbed families as "triangulation." As mentioned, many parents during the midlife years may be taking

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another look at their marriage commitment. Marital conflict may well be a part of this reassessment. Being placed in the middle of an unresolved marital conflict, adolescents can become locked into the parents' struggle to the degree that they actually take on the emotional pain of their parents. This can stabilize marital conflict, but it also can prevent its resolution and halt family growth.

Being caught in the parents' conflict also means that if adolescents are allowed to separate enough from the family to leave their important triangulated position, the parents will have to reengage the emotional pain of the marital conflict. Adolescents who are developmentally compromised in such a family may not understand what has happened until they have their own family and are parents of an adolescent. Their own child's struggle may very well activate their original struggle with identity. At this point, without significant work on their own life history, which may require therapeutic intervention, the cycle of exploitation is likely to repeat itself in the next generation. This is often what keeps the family stuck, sometimes for generations, and unable to move on in the family life cycle.

Adolescents Overloaded with Achievement

Some youngsters sense their family's inability to accommodate their adolescent developmental needs and experience an overload of pressure to excel. In this case, their parents more than likely are not knowledgeable, or are unable to apply their knowledge, of developmental needs for separation/individuation and end up pressuring their children to achieve for the sake of the family, as opposed to achieving for their own future and individualized development. The parents of youngsters who experience the achievement overload are often admired in their community as "super-parents." They are commonly very involved in every facet of their children's lives, including daily schedules of rising, eating, organizing and cleaning their bedrooms, and particpating in sports events, studies and social life. A typical "super-mom" might go through the following activities in a single day: carpool to swim-team practice at 5:00 a.m., pack a super-nutritious lunch of home-baked goodies to deliver to the child at school, work on posters and banners for booster club section at the next swim meet, phone parents of other team members to remind them of upcoming meetings, check out library books needed for her child's history term paper, go to school to consult with her student's counselor to make sure the grades and credits are up to snuff, shop for the "right" prom dress with her child after school, attend this week's open school board meeting or PTO, and end the day typing a term paper for the exhausted student who needs to get to bed early for swim practice the next day. How could an adolescent say no to such a parent after "all they've done for them?" Most of these high-pressured parents are dissatisfied with their own lives and feel like failures. They have probably not fully realized the rewards of early investment of energy in their own unrealistic goals for success and achievement and hence exploit their child to make up for the disappointments of the past. Society will reinforce such efforts by glorified admiration for these committed super-parents who will then reap the rewards of great satisfaction in a parenting job well done. Parental achievement is then measured by the accomplishments of their child. The cost of this achievement too often is paid by the child who misses the rewards that come with self-motivation, and who loses out on the security that grows from the knowledge and acceptance of who they are apart from their parents. To accomplish good grades, athletic success, and social satisfaction because an adolescent chooses to and is able to make it happen on his/her own is the experience that can produce lasting self-confidence.

Search for New Families

The pressure to succeed for the sake of the family may provoke a loss of loyalty to the family which goes far beyond the natural need for separation and encourages the adolescent's involvement in powerful alternatives to a supportive family life. Examples of current alternatives might be represented in certain cult, punk and revolutionary organizations available to kids. The unconditional acceptance of these groups can bring relief from the pressure to serve the needs of the family, as well as from the loneliness of leaving it prematurely. In the same way, intense religiosity or excessively possessive peer relationships can develop as a reaction to the family's inability to support the adolescent's needs for separation and individuation.

Roots of the Struggle in Previous Generations

As mentioned earlier, the causes of some adolescent struggles to separate/individuate in a healthy way from their families can sometimes be rooted in the problems of previous generations of family members. Before an individual can really achieve a distinct and separate identity from his/her family, previous generations must have led the way. A very real and sometimes quite powerful transmission and projection process occurs between generations in certain families. Often certain attitudes pertaining to autonomy are carried over from one generation to another and repeat themselves until an effective intervention is made. "Family Rules" is a term often used by Satir (1964) to describe nonverbal agreements family members make over the years and may explain the mutual historical, yet powerful expectations family members may have of one another. These unwritten and unspoken rules governing families across generations can impact positively or negatively on an individual's decisions concerning education, location, career, and marriage as well as styles of communication, values, and involvements outside the family. Unless designed and evaluated in light of individual uniqueness and potential, as well as current social and cultural conditions, such rules can inhibit maximum health and development of an adolescent's potential and ability to contribute in a positive way in society.

Family Negotiation

Many adolescents challenge their family's history, traditions, values, and rules as a natural part of individuating. Parental toleration for this questioning may be limited by fears and anxieties regarding their own reassessment, particularly if the parents are experiencing lowered self-esteem during this period. A healthy family should be open to the influence of their adolescent in terms of family experience, identity and structure. An adolescent's increased awareness of and natural interest in new ideas and ways of living may lead him/her to want to try out new lifestyles. This may mean suggesting changes in family meals, family vacations, church affiliations, association and attendance at certain family and friendship events, as well as in how decisions are made about all of these issues. Conflict in these families can help the members redefine rules, roles, and relationships related to the family's current life together. Knowing how to negotiate in these conflict situations is a valuable skill for families to learn in preparation for this period of family adjustment, as well as for providing communication skills for all of life's problems.

During this time parents must be willing to adjust many aspects of their lifestyle to make room for the changing habits of the adolescent. They may need to be open to more discussion and negotiation as they make the transition from being in control of a child to supporting the child's being in control of him/herself. If such self-control has not been gradually encouraged over the years, this transition can feel abrupt, awkward and overwhelming for both parents and adolescents.

In summary, a healthy family will be able to adjust, to accommodate, and to encourage the adolescent's need for separation and individuation. Because adolescents are increasingly able to conceptualize past experiences, pain, and family conflict in clearer ways, the family must be willing to develop new ways of negotiating differences and agreeing on new ways of living together. As an example, some adolescent problems may have their roots in painful childhood experiences which will not surface in a clear, verbal, or conscious manner until the late adolescent stage of individual development occurs. The adolescent's increased intellectual capacity, cognitive development, and emotional attachments within the family, as well as social relationships outside the family, all contribute to the need for more direct expression of such feelings. The fact that historical feelings are out in the open puts pressure on the parents to genuinely understand their youngsters as well as let go of them, without rejection. Parents also need to readjust and to accommodate the family lifestyle to the adolescent's increased needs for separation/individuation. It is a delicate balance for a family to maintain enough support to facilitate the youngster's new identity and to provide the needed stability and flexibility to encourage healthy separation.

Sibling Influences

Parents are not the only influence on development. Identity is also shaped by feedback from siblings. In families where a particular child has excelled or been the recipient of an inordinate amount of parental attention and support due to special gifts, talents, or disabilities, the other children in the family can take on an identity in response to the specialness of this child. For some, to follow in the footsteps of a high achiever may seem an impossible task. To others, to let down and do anything less than achieve may seem impossible, as it would only add to the parent's discouragement over the lack of achievement in the other child. In these cases the identity of the adolescent takes on the attributes of one who will make up for the mistakes of the sibling. In either case, the true identity of the adolescent may be in danger of being compromised.

The identity of a child, adolescent, and adult is poignantly shaped by the relationships he or she experiences and the way other people respond to and define the individual. If the older child in a family is a "super-star," that is, attractive, athletic, socially powerful, a good scholar, and/or highly skilled in several areas, it is likely that a younger sibling will notice all these characteristics and feel overwhelmed by the older brother or sister to the

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extent of developing an opposite identity. It is as though "the good guy" slot is already taken in the family so the only identity slot remaining is the "not-so-good guy."

Psychodynamically, a word of explanation is in order. Seldom are children able to cognitively understand "shades of grey." They typically approach the world from four and one-half years of age onward in terms of polarized cognition (as do some adults!) in which they see and understand only good-bad, right-wrong, black-white, etc. As frail, vulnerable, and impressionable children in a family relate to each other and work to establish their own identity, the good guys in families often overpower and use the other siblings to prove their own identity. This may help the good guy facilitate a good identity, but the less powerful child, over many, many days, months, and years of being the loser and the bad guy, develops a less-than-adequate, inferior identity. One becomes the winner, so to speak, while the other becomes a loser.

Such good-guy, bad-guy dynamics tend to continue to influence the individual while the rivals are in the same family interaction unit. During early adulthood, when the original family unit disperses and is less influential in shaping the youngster's identity, it is surprising to see the high number of familial bad guys who surpass their rivalrous brothers or sisters in accomplishment, self-esteem, and self-actualization. The so-called good guy may be the victor only within the confines of the family unit and not in the world at large. When the family unit loses its potency during early adulthood, the good guy is sometimes unable to generalize his/her privileged status to the outside or real world. Simultaneously, when the bad guy is removed from the negative definition of siblings, he/she becomes free to become re-defined by peers, friends, and others, and may do well enough to excel far beyond his/her own expectations.

CHAPTER FIVE

SOURCES OF DYSFUNCTIONAL FAMILY PATTERNS

Parents' Needs as Individuals

Minuchin (1974) has stated that families who respond to developmental stress with rigid inflexibility are displaying dysfunctional patterns. Some families become stuck in their inability to make the adjustments necessary for supporting the adolescent's increased needs for separation/individuation. Many times the needs, conflicts, and pain of the parents greatly limit their abilities to utilize the resources they may have to respond to the developmental needs of their children. If such an imbalance occurs when the children are young, the children may begin to feel there is something wrong with them and that they are "bad." They are not able to perceive the adult level reality that their parents have problems and unmet needs or are anything less than perfect. When parental imbalance causes the youngster pain during elementary school age, the child will more than likely blame those outside the family, those in the neighborhood, or those in the school for life's difficulties. If this occurs during adolescence, however, the youngster will be more prone to blame his/her parents.

The midlife reappraisal stage of adult development may focus too much parental energy on the career crisis, midlife loneliness, and/or empty-nest anticipation. As we have stated previously, unresolved parental issues can significantly limit parents' capacity to support the separation of the adolescent because of their own needs for support, caring, and encouragement. So much of the parents' psychological energy during these times can be expended in coping with the numerous midlife frustrations and conflicts, that they unconsciously hold precedence over the adolescent's need for support and nurture of the emerging identity and career development. Midlife struggles over careers, for example, may represent the last opportunity for one or both parents to achieve their full potential. The adolescent, however, is just beginning life, so to speak, and is also just beginning to enjoy the opportunity of achieving as a separate individual. There is sadness in the dilemma of life and achievement opportunity for many parents—especially for those who were unable to mobilize their achievement motives early in life. The sadness evolves when they become aware that their choices and opportunities are severely limited, while life and opportunity for their children may well be thought of as unlimited. As mentioned in the

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second chapter, many career-frustrated parents will be in constant conflict with their youngster because teenagers love to "hang out" and to "lay back," which the parents interpret as misdirection, laziness, or lost opportunity.

Negatives Associated with Change

Parents may be highly resistant to changing nearly any significant aspect of life at this stage of family development. To some, changing how the family lives together and negotiates differences may suggest that what they previously agreed upon was wrong. Defensive parents stuck at this point need to widen their perspective to include a developmental view of the family which assumes that changes do not negate or devalue previous agreements for living together, so much as they redefine them as no longer appropriate to the individual needs of the adolescent. There is a big difference between being age-inappropriate in one's parenting and being wrong altogether. To some parents, any change in family attitudes and behaviors that supports increased separation/individuation is frightening. What will the adolescent become apart from the family? What will become of the family apart from the adolescent? Will the teenager reflect well upon the parents if he/she becomes his/her own person? Will the adolescent get too far off the straight and narrow path if he/she makes all his/her own decisions? And most frightening of all, what will parents do if the child gets in an accident or gets killed? Again a view of the family as a dynamic unit and in process over time can help parents have a more flexible, appropriate, and realistic orientation to family life. Healthy families are not locked in cement, but tend to be engaged in on-going dialogue which fosters the developmental process in each of its members. They are flexible, encouraging, open, and dynamic, not static. Some parents compare the transitions an emerging adolescent goes through with illness or pathological states. Such parents feel that the adolescent's increased abilities to negotiate differences, argue a position, bicker, and push for further separation and privileges mean there is something wrong with the youngster rather than something right with the process of becoming a stronger and more unique person in his/her own right.

If parents can accept the fact that much of the psychological work and confusion occurring in this transition stage is necessary and normal, despite the fact that it may not feel good, they will be much more able to accept the changes in family life that are necessary to support optimal adolescent development. Many parents ask how something that feels so painful to them can in fact be healthy and developmentally beneficial for the adolescent. The truth is that if parents do not feel the natural pain of their child's separation/individuation, it could indicate that this necessary step in the youngster's development is being seriously compromised or inhibited. A compromised adolescent enables the family to remain static. The parents might feel better with such stagnation, but the child then is not able psychologically to leave the family and to advance to the next stage of development.

When the emotional pain from any transition in the family life cycle causes too much stress in the parents, they are often unable to support the struggles of their teenager. For example (see figure 4), when the parents are feeling too much of the loneliness that accompanies the 40s and wish for more love from their spouse, they may be unsympathetic to the dating problems and anxieties of a son or daughter. If a parent should happen to lose his/her job during the midlife phase of development, the urgency of the career situation and family livelihood could produce so much stress that the parent might not have the emotional clarity or energy to make the necessary accommodations to support the struggles of their child. Typically, during midlife parents experience a loss of physical superiority in comparison to their adolescent children. Depending on their self-image, this can be a threat to some parents and create denial or a series of compensating behaviors in an effort to solidify their sense of authority and power which may have been too closely associated with physical size and strength. If the parents also feel inadequate, powerless, and exploited in their careers, they may react in unnecessarily dictatorial and controlling ways to the questioning of their authority that often accompanies adolescence. Some parents may be additionally stressed at this point in family life with the onset of the dependence of their own aging parents. Parents facing these issues may not be as available to change and adjust in ways appropriate to both the dependency of their parents and the independence and separation of their adolescents. They may be in need of support themselves as they try to address the polarized demands that both generations bring to bear on the family unit.

Parents' Unresolved Separation Issues

Perhaps the primary source of difficulty for many families is the direct challenge of accommodating the needs of the developing adolescent, when in fact the parents lack adequate levels of separation from their own family of origin. For some adults, even though they have physically left their family of origin, married, and begun a new family, their emotional and psychological separation from their own parents is incomplete.

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Investigation into their own families of origin will reveal to these parents ways in which their family relationships were emotionally fused or rigid, and for complex reasons were unable to support them as they attempted to leave and establish a separate and distinct life. Few experiences are capable of changing to any great degree the amount of differentiation these parents were able to accomplish at the time they physically left their families. If this is the case, it will be necessary for such parents to study their families of origin so as to gain a deeper understanding of their own lack of familial differentiation/separation. This type of understanding may not only help the parents work out a more complete and satisfactory emotional separation from their own adolescent issues, but also assist them in becoming more successful adults. In other words, they must psychologically return to their own families to accomplish the necessary but unfinished separation tasks that will enable them to let go, redefine themselves and their parents, and then allow their own adolescent to separate.

Parents who have not successfully achieved a very high level of differentiation and autonomy from their family of origin will find it difficult to support this basic task of adolescence in their own children. Bound by their own anxiety about independence from their parents, they may have adopted a rather rigid, inflexible orientation to life and often fear that they are doing something wrong if they accommodate their adolescent's push for change and autonomy. In this respect, Plato's words are most appropriate: "Those who do not understand the past are destined to repeat it." If parents are unable to gain an honest view of their own family and their own personal development, the real tragedy will be the stagnation of their children's full and complete emotional development and the perpetuation of the lack of differentiation to yet another generation.

Short-Sighted Responses to Adolescent Behaviors

Some undifferentiated parents who are frightened by their own unresolved adolescent issues unconsciously tend to be rather short-sighted in understanding others. Some parents, for example, focus on the negative behaviors associated with adolescence and develop an overreaction to these behaviors because they believe such behaviors are predictors of a youngster's future. Some parents successfully convince themselves and others that their child is deteriorating when in fact the adolescent may be attempting to salvage some semblance of self in the face of a rigid, fused family system. Such families tend to look at surface issues as the problem rather than as very poor solutions to an even broader family developmental problem. Chronic conflict over relatively minor issues, as an example, may indicate an adolescent's effort to defend against the threat of complete loss of individual identity within a fused family system. The problem in this case is not so much the negativistic attitude of the adolescent as the stifling of a child's uniqueness and separateness in the service of a family that cannot change to make room for more than one or two well-defined family members. In these cases the adolescent may be at risk of sacrificing his/her identity for the sake of preserving family unity.

Yet such dynamics are indeed understandable if the parents are "stuck" at their own adolescent level of conflict. Unless parents have experienced some aspects of successful individuation—such as change and separation adding to happiness and opportunity—they will adhere to rigid beliefs that adolescent behaviors are the precursors of adult behaviors. Families who become overly anxious and fearful because of periodic oppositional and negativistic behavior may also be able only to see it as a predictor of future negative orientations to society. Developmentally, however, oppositionalism may also be a healthy red flag waived in a stifling family by an individual who is grasping for supportive, individuative space. Some parents may experience some of the choices made by their adolescents as personal, hurtful rejections rather than as attempts at increased self-identity, separateness, and independence. Parental rejection of adolescent choices may in fact provoke a real rejection of the parents in order for the child to achieve the freedom to have his/her own thoughts and ideas. Parents may also view differences of opinion as an indication of failure rather than a useful vehicle for emotional distancing which can support individual emotional growth as well as facilitate changes in the family life cycle. It is ironic that many parents want their child to have a mind of his/her own, but do not welcome such mindfulness in their own family where everyone must be the same! Rebellion may not be negative and can aid productively in the separation process. If parents can accept certain types of adolescent rebellion and differences of opinion, it can well reduce stress for families confronting this sometimes unpleasant aspect of adolescent growth and development.

In thinking through the important features of adolescence, parents may need to emphasize the process involved in the adolescent's separation in order to approach this crucial phase of family development objectively. Loving a child does not necessarily guarantee that parents will know what that child needs, wants, or feels during the adolescent years. Engaging in accepting dialogue which facilitates mutual respect and understanding, however, will yield more consistent information about what is needed in order to support growth and change beyond the family itself. In other words, focusing on the process of family transitions and changes as well as individual development will help the parents adapt to the adolescent's needs at any given moment. When a youngster feels accepted and understood, yet free to develop in his/her own way, there will be fewer episodes of severe parent-child conflict and generally a more harmonious family life for everyone.

A Shallow or Narrow View of Common Problems

Disregarding or underestimating the importance of the developmental process for either the adolescent or the family can lead to a limited understanding of common problems displayed by typical adolescents. A lag in growth socially or intellectually may be distressing to some parents. Parents may wonder why their teenager doesn't participate in athletics or school clubs, why he/she doesn't go to parties or school dances, or is reluctant to get a job, or won't study hard enough to make good grades in school. Some adolescents may choose friends that do not appear to have as many opportunities or as much potential as they. Some of the friends adolescents choose might be from homes that have different values concerning academic achievement or financial success. Other adolescents may spend hours in front of the television or "hanging out" in video game places. Instead of pressuring children to grow up in these areas, parents might take a broader perspective and ask how the family would be different if their child did grow and develop socially and academically. If adolescents begin to go to parties, for example, they may begin to date, become sexually active and ultimately transfer some of their family feelings to someone outside the family. Would the parents be comfortable dealing with the issues of sexual behavior that are associated with such change? Could the parents share their child emotionally with someone outside the family without experiencing tremendous feelings of loss, jealousy, or sadness? If their adolescent feels confident enough and can be aggressive enough to approach a prospective employer about a job, will he/she exercise that same confidence and courage at home when it comes time to decide who is to carry out the garbage or who gets the car on Saturday night? If teenagers start earning their own money, will they begin to make plans for self-support and leave the family home? If they choose friends who encourage achievement and provide a challenge to compete at a higher level, will they then begin to challenge and compete with mom and dad? Some parents might be surprised to discover that by addressing some of these questions, they are not as ready to accept and support some of the changes in behavior that growth in their children might produce. The changes just might prove too painful for the parents to bear. If this is the case, the parents will have to grow and develop before the child can be released to move forward socially or academically.

Some parents get very concerned about their child's passivity, lack of initiative, and tendency to "follow the crowd." A broader view of this problem might involve looking at the ways the family has trained their child to fear loss of support over individual differences. Such a child has learned to compromise the self, his/her differences, and his/her individuality in order to preserve the family unity and guarantee his/her place in it. When it comes to social relationships, such an adolescent simply transfers these deeply entrenched family principles to peer relationships and generalized life attitude. As shown in chapter two, nearly all parents wish for signs of successful individuation and growth in their adolescent. Unfortunately, however, the spoken and unspoken rules of many families in terms of the way the child is raised militate against successful separation/individuation. Some parents may encourage their child to individuate just enough to guarantee relationships outside the family but not enough to be able to leave the family and marry. Unfortunately, they discover in time that they can't have it both ways. Successful individuation will not only make possible healthy relationships outside the family, but will enable the adolescent to separate and leave the family as well.

Some adolescents try to make a statement to their parents by blatant disobedience. This frequently results in tighter parental controls, re-established hierarchies of authority, and firmer inhibitions against separation. A broader view of these problem behaviors might suggest that the unconscious purpose of the behavior is to establish just such reorganization to defend against the anxiety the adolescent may feel during the separation. That is, some youngsters will feel so much anxiety in separation and autonomy that they need the parents to get more involved and lessen their freedom by making more rules so as to slow down the separation panic. It might also be helpful to assess what happens to the marital relationship during these episodes of misbehavior. Is the focus of the parents taken off unresolved marital issues during these times? Do the adolescent's problems help the parents avoid dealing with their own conflicts and thereby stabilize the family? A broader and perhaps more insightful view is at least to wonder if the youngsters aberrant behavior might not be serving a useful purpose in terms of stabilizing the marital relationship.

In general, adolescent problem behaviors are rarely simple and to some degree need to be evaluated in light of the entire spectrum of family issues that may be interfering with the natural progression of individual development. To broaden the perspective of adolescent problems to include unresolved family issues will often result in more appropriate responses and increased ability to negotiate a healthy resolution for all family members.

CHAPTER SIX

FACILITATING ADOLESCENT GROWTH

Helping Relationships Outside the Family

Reliable, significant others in a community are important sources of support to adolescents during the complex process of separation from parental authority. Healthy, productive relationships with concerned, trained adults outside the family can go a long way toward reducing the stress, pain, and sometimes family dysfunction associated with the separation process of adolescence. Through carefully engineered relationships and challenging growth-facilitating programs sponsored by a variety of community resources, a pool of concerned adults can provide socially sanctioned ways to help teenagers navigate the important rite of passage known as adolescence. Health-promoting and respected adults like teachers, counselors, clergy, relatives and parents are often able to facilitate the transition from adolescence to adulthood. Relationships with such concerned adults can help minimize the threat or fear of loss of emotional stability, rejection of the family, or compromise of the adolescent's unique potential for productive and successful living.

Importance of Being Appropriate

Once these significant people outside the family have a comprehensive understanding of the developmental tasks facing the adolescent, both as a unique individual and as a member of a dynamic family system, they can begin to relate in a manner that is sensitive and appropriate. Thorough knowledge of individual growth and development as well as family structure and process is only as valuable as its appropriate, sensible application. It is in the union of knowledge, skill and the art of developing a helping relationship with adolescents that real competence is put to the test. Can the counselor, teacher, or significant other in the adolescent's life appropriately utilize the information that has been acquired intellectually to help an adolescent navigate this stage of life in a healthy, productive manner? That is the key question that needs to be addressed if any personality research and study of the family and culture in a particular adolescent crisis is to be of significant use in the long run. This is perhaps the most difficult component of the helping process, as it involves evaluating and understanding the emotional life and health of the

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person who is attempting to help. The informed use of the self in a helping relationship with an adolescent is critically important, as most teenagers can "spot a phoney a mile away." Adolescents, not unlike all of us, respond best to acceptance, caring, and genuineness that are couched in an atmosphere of wisdom.

Idealization of Significant Others

Adolescents will idealize popular heroes, leaders, counselors, and teachers who offer them a supportive relationship because of the loneliness they sometimes feel during the process of separation from their family. Adults working with adolescents need to realize, however, that the allegiance associated with this idealization, though strong, may be temporary and even capricious. The family of an adolescent ultimately has more staying power. In other words, an adolescent's allegiance to an idealized, significant adult, such as a helping therapist, should not be construed by the parents as total rejection. It is probably more accurately understood as a significant, but temporary, relationship outside the family that seems to enable an adolescent in the process of separating from the family.

Parental Resistance to Help

It is important that helping adults working with adolescents keep the youngster's family in mind as they monitor and interpret his/her struggle for independence and identity. Not to do so is to lose professional objectivity. Helping adults must keep in mind that each adolescent is in some way responding to a set of invisible demands from his or her family. If adults engaged in significant helping relationships with adolescents are not cautious and aware of specific family dynamics, they can become part of the adolescent's family system. This will weaken their ability to help an adolescent truly to separate/individuate. A counselor, for example, who offers too much caring, dependence or indulgence to a teenager can unbalance a family system organized around parental needs to be depended upon. In this instance the helping adult outside the family can provoke resistance and even jealousy from the parents. If this occurs, many parents will marshal their anger against the helping relationship and cause it to discontinue. Similarly, adults who support adolescent rebellion against parental authority can upset the family hierarchy of authority and also create parental resentment and resistance to the helping relationship. Both of these common but unbalancing interventions contribute to frequent premature termination of a helping relationship. These dynamics can be extremely useful in the facilitation of greater family health, but the counselor needs to be skilled and prepared to work with the entire family in order to help them construct a more functional, age-appropriate family response to various conflicts and pressures of adolescence. This professional approach is quite different from the counselor's becoming part of a family system in that he or she helps the family actually change the system.

Transference Reactions to the Counselor

Counselors and significant others can be confused by a family's reactions to the helping relationship with their adolescent if they are not aware of family dynamics or are not attuned to the negative transference reactions that an adolescent might be feeling toward them. Transference reactions are common in all helping relationships when unresolved emotional attachments from past significant relationships in the family get played out in the current helping relationships. Transference problems can be particularly significant for adolescents who have prematurely separated from their families and are trying to work out their unresolved separation issues with a significant adult. In these cases, exaggerated hostile and suspicious reactions, doubts about whether the caring is real or feigned, as well as unrealistic expectations of what the counselor can actually accomplish, need to be understood as representative of attitudes, feelings, and needs transferred from the past and containing the youngster's perceptions of the present relationship. An appropriate response to negative, distorted or idealizing transferences requires acknowledgment of such projections by the helping adult at the very least, and when the timing is right, helping the youngster become aware of the parental situation in which he/she felt the same way so as to help trace those irrational feelings to their point of origin. Counselors and significant others who do not understand the complexity of transference issues in these helping relationships find it difficult to resist being critical, defensive, or rejecting of the youngster's negative emotions. When those feelings are suppressed by the counselor, little is really done to help the child. Instead, the feelings are driven deeper into the youngster's unconscious only to carry out their negative effect later. Many well-meaning adults may also have a tendency to over-identify with adolescent transference reactions if they themselves have too many unresolved separation issues and adolescent conflicts with their families of origin. Fundamental to effective work with any adolescents is having one's own adolescent house in order in terms of separation from the family of origin. Successful counselors will also have resolved the issues of their own sexuality, capacity to feel loved, positive identity, authority conflicts, capacity for recreation and leisure, as well as a healthy sense of industry, creativity and general satisfaction with their own work and careers.

Appropriate Responses to Adolescents in Conflict

Making the best use of the self in a helping role with an adolescent requires that one's responses to their conflicts must be appropriate to them, not necessarily to adults. One example of the disregard for the adolescent's needs is adults' overemphasis of certain rules and regulations in the planning of adolescent programs. An overly strict approach typically satisfies some of the adult sponsors' personal anxieties over loss of control but may provoke more problem behaviors than it prevents. Adolescents have fundamental needs to be in control of some aspects of their lives and behaviors. Too rigid a response to this basic need can lower the adolescent's self-esteem and provoke more acting out than if the adult uses a minimum number of guidelines with maximum opportunities for self-regulation and negotiation for control.

This same principle can help families negotiate a less conflictual age-appropriate orientation to the growing need of adolescents to take more charge of their own lives. To help teenagers effectively achieve a higher level of autonomy, adults must have a clear understanding of semi-conscious conflicts over control, submission and respect that may be residues from their own family of origin. If helping professionals desire to exert excessive control, or punish and discipline teenagers, they must be able to suppress these natural responses in order to give appropriate guidance or to help the adolescent achieve a higher level of self-discipline. Periodically, it may be necessary for counselors and significant adults to back off from the relationship with the adolescent in order to analyze their own needs which may be unwittingly influencing the youngster negatively rather than positively. A counselor's own need to be depended on, for example, could cause him/her to provide quick, clever answers to a youngster's complex problems. The adolescent may like this sort of counselor, but the needs of the adult may ultimately be more gratified than the needs of the teen.

The counselor's unconscious encouragement of an overly dependent relationship with an adolescent may appear effective over the short haul, but ultimately it will stifle the genuine growth and self-esteem which are so important to the emerging positive identity of an adolescent. Such an approach may gratify some adults but it does little in terms of facilitating the real work of adolescence. To invite, solicit, or encourage too much

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dependency in a helping relationship may also backfire if over-protection or over-control has been a significant dynamic issue in the adolescent's family. How much dependency is too much will depend on the counselor's knowledge of the family system of the individual adolescent. A counselor in this situation should avoid giving advice. It is tempting to say, "If I were in your shoes, I would. . . ." This is seldom appropriate as there is no way an adult can really place him/herself in an adolescent's shoes, developmentally, culturally, or as a family member. The best most counselors can do is actively work at understanding and taking seriously what adolescents are trying to express and walk with them emotionally to help them get through a particular trauma or conflict.

Once a counselor truly understands, he/she will have to resist the temptation to "fix it" with regard to the difficulties associated with the adolescent's adjustment. An adult with real understanding of a particular youngster knows he/she can't talk an adolescent out of a developmental dilemma any more than an adult can talk a depressed or angry friend out of being depressed or angry. A more fruitful approach to helping an adolescent through a dilemma is a relational one in which the adult can be there psychologically for the youngster, consistently and appropriately listening and responding in a nonjudgmental fashion. This sensitive, relational approach over time is particularly important to adolescents who have compromised themselves in a family that is not able to adjust to the needs of a growing, individuating member, and to children being raised by parents who are too busy and/or too negligent to be attuned to their needs. Youngsters who have passively adjusted to parents need to experience themselves differently in an outside-the-family significant relationship in order to make substantial developmental progress. This may at times mean intervening in some dramatic way into the family system, or it may mean helping the adolescent survive in spite of the family system.

Family History

Making family members aware of family themes and patterns through time, from generation to generation, can be a powerful intervention—a step away from repeating old problems and a step toward genuine separation. Separating from a dysfunctional family pattern by gaining an objective view of it across several generations can encourage and promote a healthier separation during the adolescent years. A family genogram can be a helpful tool for those youngsters significantly stuck around separation issues. As described by Hartman (1978), a genogram is a "simple picture of a family through time which captures and makes available for observation the life history of a family and helps surface the family transmissions, assignments, secrets, and projections." Use of this map of a family can help adolescents locate and identify factors that influence their self-image, their responses to life, and particularly the inappropriate reactions in relationships that stem from their family histories. Once such patterns are understood, parents and their adolescents may be better able to unhook from those aspects of their family histories which may be stifling their capacity for productive and healthy enjoyment of current life demands, opportunities and relationships. Family rules, roles, and habits devised over generations may no longer be necessary or appropriate for a particular individual in his/her current space and time. What once worked and was necessary in one family may not work or be necessary in the next. Understanding the generational picture can be tremendously liberating and valuable to a young person whose development is temporarily stifled.

In taking the family of an adolescent into consideration, counselors and significant adults need to be careful not to confuse a family in transition from one stage of family life to another with a dysfunctional family system. A family that appears dysfunctional may be temporarily struggling with growth into the next stage of family life which can better accommodate the needs of an adolescent as well as younger siblings. Should the family fail to navigate the developmental changes necessary for growth of its individual members, a symptom will characteristically develop in one of the family members. We refer to this family member as the identified patient or the one unconsciously chosen to bear the psychological suffering of a family unit that is too dysfunctional to progress to the next stage of family life. Some adolescents with signs of excessive anger or depression need to be understood in terms of a dysfunctional family in which they bear the pain for everyone. In these cases a well-trained adult trying to help the identified patient will need to engage the whole family in order to most effectively help the adolescent through his/her rage and/or depression. Helping a dysfunctional family progress developmentally is a powerful way to assist an adolescent in achieving a healthy level of strength, identity, and autonomy.

Many adolescents can benefit from personal assistance apart from work with their family, however, to clarify how unresolved family issues complicate peer relationships, stifle their growth, influence them in self-destructive choices, or generally contribute to confusion or chaos. This knowledge and experience can be very freeing and growth-enabling to an adolescent. Teenagers who have prematurely left their families often present significant adults with stressed peer relationships. Helping adults with a developmental and family orientation can help such adolescents clarify how they have managed unconsciously to duplicate their unresolved family issues in their peer relationships. In many of these cases, peer relationships have become too intense, conflictual, and demanding and seldom stand up well under stress. It is critical that helping adults be able to encourage premature, self-dependent youngsters to understand their original family conflicts and help them work through the conflicts with the original family members instead of with the peers who represent psychological substitutes. A reasonable personal goal with adolescents in premature separation dilemmas is to help them gain control over their emotional reactivity to family dysfunction and become more objective observers of themselves as well as of their families. The experienced adolescent therapist or counselor will surely know that trying to help some teenagers relate in a healthy, healing way to their parents is not possible. In many dysfunctional families, the parents are too overwhelmed by their own burdens of life and simply do not have the strength or ego resources to handle adolescent conflict. Some dysfunctional adults are too angry, depleted, defensive and vulnerable to tolerate working with an outsider who is in alliance with their child "against them." Regardless of the initial impressions of hopelessness, we have been impressed and encouraged by the turn-around of such parents when they are approached in a caring, supportive, factual and nonjudgmental way about their child's problems. Some of these parents, if they feel that their resources are limited, will gladly accept recommendations for help with their children and themselves if they know where to go and how to get it. Carefully and professionally making the referral to a helping agency or person by discussing the need in detail, giving the parent the telephone number, and even calling the referral agency in the presence of the parents often feels like caring and support to those who are overwhelmed by their own developmental dilemmas.

Summary

In summary, individuals engaged in helping adolescents need to achieve and maintain emotional neutrality, be able genuinely to enjoy the uniqueness of the youngster, and adhere to the larger developmental perspective if they hope to facilitate authentic adolescent growth. The effectiveness with which helping adults are able psychologically to work through the struggles of adolescence will be determined by their knowledge of adolescent dynamics as well as their capacity to relate genuinely to teenagers. Adolescents are relational creatures who are hungry for psychological connection with others in order to attenuate the pain of their separation. In short, they need and demand emotional contact

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from those who claim to offer help. But facilitating growth does not end with the capacity to relate. Helping adults need to know the authority and control conflicts of adolescent development, the core conflicts and dynamics of the youngster's family, as well as the spoken and unspoken rules of his/her cultural and societal affiliation. Any intervention devoid of the above requirements not only may be less than optimally helpful in facilitating healthy adolescent development, but also may inadvertently inhibit real growth. With the prototypically rebellious attitude of a cynical adolescent, we conclude with, "If helping doesn't really work, what good is it?"

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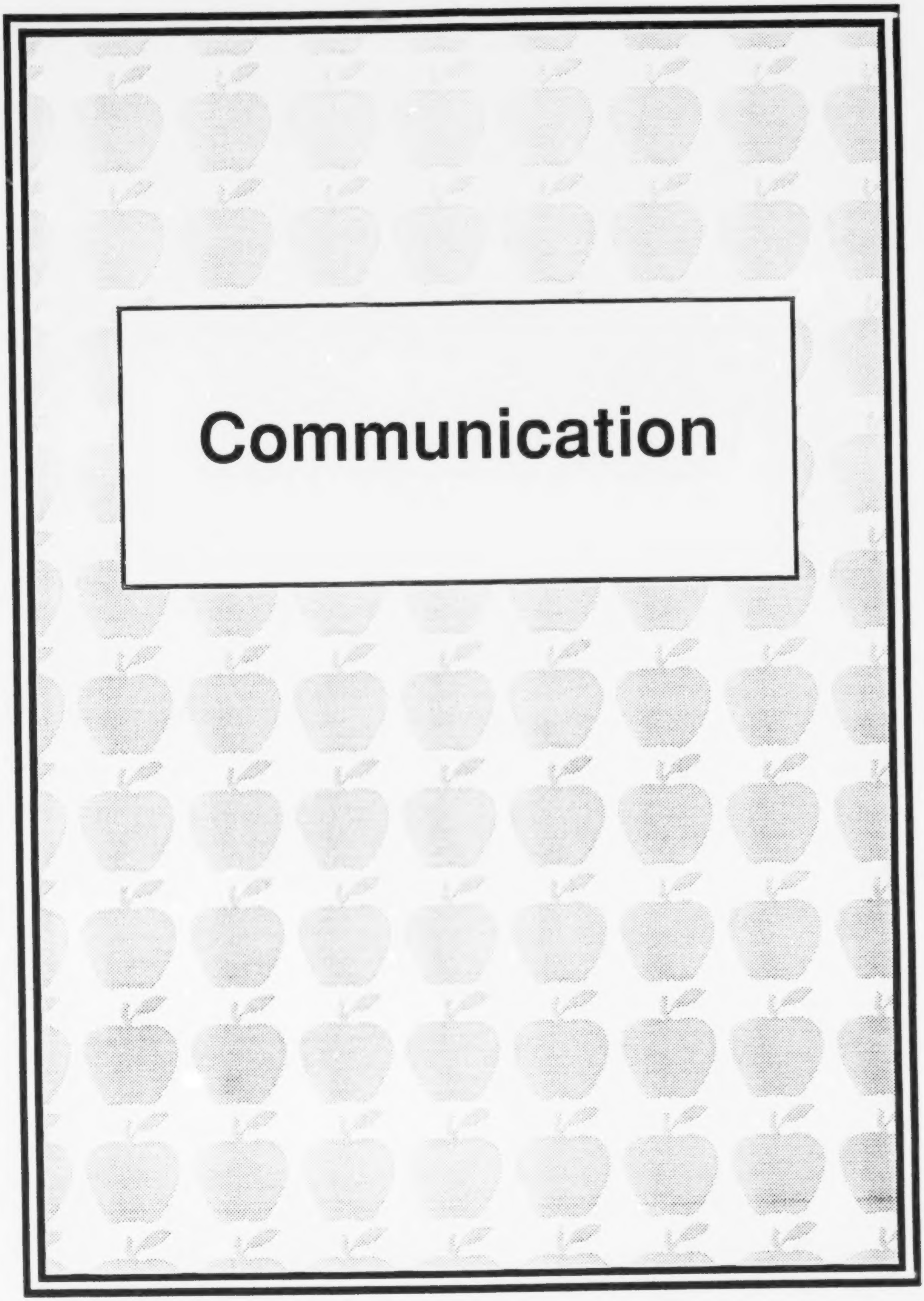

Communication

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KEY CONCEPTS

1. Effective communication is the foundation upon which a positive parent-child relationship is built.
2. Active (or reflective) listening is an important component of effective communication.
3. Nonverbal (as well as verbal) communication is significant.
4. Barriers to communication exist and can have a negative impact on a relationship.
5. "I" messages are preferable to "you" messages for conveying ownership of feelings, thoughts, and needs.
6. Positive communication enhances a child's self-esteem.

Key Concept:

Effective communication is the foundation upon which a positive parent-child relationship is built.

Outcome Statement:

Parents will learn ways to communicate more effectively with their children.

Introduction:

In order to maintain a satisfying relationship with their children, parents must learn to communicate effectively and responsibly. This involves skills in both listening and talking.

Tips for Effective Communication:

1. Tell your child often and in numerous ways (words, hugs, tone of voice) that you love him or her.
2. Show respect, understanding, and acceptance of your child.
3. Take the time to listen to your child. Avoid distractions.
4. Accept his or her feelings.
5. Talk with - not at - your child.
6. Share your own ideas and feelings.

Activities:

1. Discuss each "Tip for Effective Communication." Share examples. What would parents add to this list?

2. Ask parents to talk about ways they can show acceptance of their child. (Be sure to discuss tone of voice, choice of words, and nonverbal cues.)

3. Distribute any or all of the handouts at the end of the Communication module: "Talking Straight With Children - Guidelines to Effective Communication," "Parenting: The Underdeveloped Skill - Talking Skills/Listening Skills," "Listen - So They'll Talk" (primarily for parents of teenagers), "The Tone of Parents' Voices Makes a Difference," and "How to Talk So We Want to Listen" (written by teens to parents). Choose one or more to discuss together.

Key Concept:

Active (or reflective) listening is an important component of effective communication.

Outcome Statement:

Parents will learn and use active-listening skills.

Introduction:

One of the more positive communication styles is active (or reflective) listening, which allows you to hear more than words. It is a skill that enables parents to recognize feelings that are transmitted through words, voice inflection, body language, and behaviors. It is an active process rather than a passive process.

Fortunately, the active (or reflective) listening skill can be learned. The ability to listen is not difficult, but requires a lot of practice. Changes seem awkward and unnatural at first, to parents and to children. However, continued practice will enhance and open communication for ALL family members. Active (or reflective) listening improves communication with adults as well as with children.

In order to become an active listener, we must acquire good listening habits, which tune in messages.

Good Listening Habits:

Pause.
Listen quietly.
Look and feel relaxed.
Listen to the entire message.
Withhold judgment and accept all feelings. (Remember, feelings are temporary.)
Believe the child has something to share.
Believe children are capable of solving their problems.
Reflect feelings with verbal and nonverbal cues.

(Note to the trainer: For a summary of active [or reflective] listening, see "The Essentials of Active [or Reflective] Listening" and "Reflective Listening." Additional information can be found in Thomas Gordon's book Parent Effectiveness Training.)

Activities:

1. Remind the group that the first step to learning the skill of reflective listening is to acquire a good "feeling" vocabulary. Provide practice by asking the participants to think of words that may reflect how their

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children feel about school and homework. As these words are generated, write them on the board. Some of the words that may surface are

Anger
Anxiety
Confusion
Hopelessness
Injustice
Inadequacy
Ignorance
Uncertainty
Pressure
Tension
Disappointment
Embarrassment
Isolation
Pride
Curiosity
Depression
Hostility
Incompetency
Frustration
Inferiority
Insecurity
Superiority
Pleasure
Defeat

2. Distribute the "Reflective Listening Worksheet" to participants. (Prior to a group session, you may choose to add other statements that children of various ages [or of one particular age] are apt to make which call for active listening.) Ask the group to divide into pairs and take turns reading the statements in the left column. The person who hears the message is to respond with a feeling while the partner records this feeling in the center column. Do not deal with the response column at this time. After the feelings have been identified, point out that each of us reacts differently to the same statements. We generate different feelings due to our experiences. In other words, a variety of feelings are expressed to the same statements, and all of them have value.

   After the feelings have been identified, instruct the group to take a look at the types of responses that are helpful in reflecting these feelings. Go over some of these responses with the group.

   Ask the participants to work with the same partner and record appropriate responses to the previously identified feelings on the worksheet.

   Discuss some of the responses. Ask the participants if they can apply these ideas to their personal lives. Allow the group to discuss other examples related to their own children and home situations. Take one or two examples from the group and illustrate an appropriate response using reflective listening.

3. Have parents role-play active listening when their child approaches them with the following statements:
   "Boy, did I have a miserable day at school today."
   "She won't let me have that toy - I hate her."
   "I can't do anything."
   "Why should I try - I never do anything right."
   (Adapt situations to the appropriate age level.)

Source: Adapted from Arkansas Parents: Partners in Learning Experiences.

Key Concept:

Nonverbal (as well as verbal) communication is significant.

Outcome Statements:

Parents will recognize the significance of nonverbal communication.

Parents will be aware of nonverbal messages generated by themselves and their children.

Introduction:

Much of what is being communicated in today's world is not spoken. Nonverbal communication occurs constantly and in almost every interaction. Typical ways that we communicate without speaking are through

- Posture (e.g., hands on hips and a stiff forward-leaning stance)
- Gestures
- Facial expressions
- Voice inflection and tone
- Breathing

When there is incongruency between verbal and nonverbal messages, the nonverbal will usually be assumed correct. The effects of nonverbal communication are illustrated by the statistics below*:

- 7 percent of the total impact is attributed to words spoken.
- 38 percent of the message is communicated by voice inflection.
- 55 percent of the message is communicated through other nonverbal behavior, primarily facial expression.

Sometimes parents say one thing, but their body language and/or tone of voice, indicate something different. This can be confusing to children.

Parents not only need to be aware of how their own nonverbal messages affect a child, but also need to pay attention to nonverbal cues in their children. Facial and eye expressions, hand and body gestures, posture, and tone of voice all communicate feelings and meanings. Being a good listener requires paying attention to messages being communicated without words.

Activities:

1. Ask parents to think of examples of times when their child's body language communicated a different message from the words he or she spoke. How did they know which was the "real" message? Have they ever spotted a problem by picking up on nonverbal cues?

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*Source: Arkansas Parents: Partners in Learning. Arkansas Department of Education.

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2. Ask parents to think of ways we can communicate blame, distrust, disapproval, and authority with nonverbal communication. Have those who are willing demonstrate examples. How does this kind of communication get in the way of a positive parent-child relationship?

3. Have parents role-play situations in which they said one thing to the child in words, but communicated a different message with their actions.

Key Concept:

Barriers to communication exist and can have a negative impact on a relationship.

Outcome Statement:

Parents will recognize barriers to communication and will learn to use more positive communication styles.

Introduction:

Communication that is open and free-flowing is most effective. Sometimes, often with the best intentions, parents use words, a tone of voice, or facial expressions that block communication. At least twelve verbal "roadblocks" or barriers have been identified. Some are obvious; others are more subtle. Some acceptable means of communication become negative when taken to extremes.

Roadblocks to Communication:*

1. Ordering, directing, commanding
2. Warning, threatening
3. Moralizing, preaching
4. Advising, suggesting
5. Persuading with logic, arguing, lecturing
6. Judging, criticizing
7. Name calling, shaming
8. Interpreting, diagnosing, analyzing
9. Praising, approving, evaluating
10. Consoling, sympathizing
11. Questioning, probing, interrogating
12. Distracting, being sarcastic, humoring

Activities:

1. Using "Roadblocks to Communication,"* give examples of each roadblock named. Have parents share times when they have experienced these barriers, or roadblocks, in conversations with another adult. What was the impact?

2. In small groups, discuss communication problems and their possible consequences. Talk about the effect of "put-downs." (See "Famous Put-Downs.")

3. Develop a list of door openers in communication, such as (1) "Tell me more..."; (2) "Do you mean that..."; (3) "I'm not sure I understand"; (4) "Tell me if I'm wrong"; (5) "Sounds like you're feeling..."

4. Role-play situations in which barriers (both verbal and nonverbal) get in the way of effective communication. Then role-play the same situations by replacing the barriers with a more positive communication style.

*See "Roadblocks to Communication" at the end of Communication module for more information.

Key Concept:

"I" messages are preferable to "you" messages for conveying ownership of feelings, thoughts, and needs.

Outcome Statement:

Parents will learn how to make and use "I" messages.

Introduction:

"I" messages allow a parent to express and take responsibility for his or her own feelings, thoughts, and needs without blaming the child. They help to create an atmosphere in which mutual respect develops and problems are solved. On the other hand, a "you" message often blames, accuses, criticizes, or threatens a child.

"I" messages are made up of three parts:

1. Description of the behavior or the situation - "When you forget to fill up the car..."
2. Statement of feeling (parents reaction to the situation or behavior) - "I'm afraid I'll run out of gas..."
3. Consequence or interpretation of parent's feelings - "...and be late for work."

(These statements may be constructed in any order.)

Dos and Don'ts of Using "I" Messages:

1. Be prepared to listen when you send an "I" message.
2. Don't overuse "I" messages.
3. Use "I" messages to express positive as well as negative feelings.

Activities:

1. Have parents name feelings that could be expressed in an "I" message. Practice using "I" messages.
2. Discuss "What's Good About 'I' Messages?" Ask parents to describe various situations using both "you" messages and "I" messages. Discuss feelings generated with each.
3. Distribute "Practicing Sending an 'I' Message." Have parents complete the "I" message section individually or in teams.

Source: The concept of "I" messages was developed by Thomas Gordon in his book Parent Effectiveness Training.

Key Concept:

Positive communication enhances a child's self-esteem.

Outcome Statement:

Parents will learn ways to be affirming and encouraging of their children.

Introduction:

Children often interpret their self-worth and value based on verbal and non-verbal communication with parents. Parents become a mirror in which children see themselves. Children who are told they are bad, lazy, messy, stupid, etc., tend to see themselves in that way and behave that way. On the other hand, children who regularly hear positive comments and know they are listened to and taken seriously will most likely feel good about themselves. Encouraging children by showing confidence in them, focusing on their contributions and assets, and recognizing their efforts and improvement will have a positive effect on their self-esteem.

Activities:

1. Review "Encouraging Children: Adult-Child Communication," "Acts of Encouragement," and "Which One Is You?" In pairs, have parents practice using statements that show confidence in the child; focus on contributions, assets, and appreciation; and recognize effort and improvement.

2. Review "Communication That Discourages." Discuss why these statements can be discouraging to a child. Ask parents to turn the statements into encouraging comments.

3. Review "Positive Communication Styles." Role-play situations that give participants an opportunity to practice (1) reducing message to a few words; (2) making a statement and giving information; (3) offering a choice; (4) describing the problem; and (5) talking about feelings.

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TALKING STRAIGHT WITH CHILDREN - GUIDELINES TO EFFECTIVE COMMUNICATION

1. Have good eye contact and body proximity. When you have something to say to a child, move close, put yourself at his or her eye level and make eye contact.

2. Be observant of nonverbal communication. When words say one thing and body language "says" another, a mixed message is sent. Reflect on this with the child to glean the real message.

3. Be "clean" in your communication with children. When you know the facts, don't ask for them. This is manipulative and traps the child into a lie.

4. When correcting a child's behavior, begin with the word "I" instead of "you". "I" sentences can help us make statements. "You" sentences often cast blame.

5. Tell children what they can do instead of what they can't do. Positive language is more respectful and it reinforces the expected appropriate behavior (i.e., "Walk." instead of "Don't run.").

6. Speak respectfully. Be courteous to children. Modeling is the best teacher.

7. Be direct when setting limits. If a certain behavior is unacceptable and nonnegotiable, be clear (i.e., "The room is too busy for ball play." instead of "Let's not bounce balls, O.K.?").

8. Offer children opportunities to practice choice making. This communicates the belief that you see them as capable and independent thinkers. Begin offering children choices as soon as they are old enough to understand.

9. Offer children opportunities to be their own problem solvers. Do this at every opportunity. Children will grow up to be careful, responsible thinkers only if they have a lot of practice when they are young.

10. Speak privately to children about inappropriate behavior. Reprimanding children in front of others is humiliating and fosters feelings of resentment rather than a wish to improve their behavior.

11. Be specific with your feedback. Give children focused responses. Focused responses are nonjudgmental and more rewarding and helpful than general responses (i.e., "What a colorful picture. You used colored shapes to cover the whole paper." instead of "What a pretty picture.").

12. Avoid the use of manipulative tactics. Messages to children can be strong and effective without the use of shaming, blaming, threats, or bribes (i.e., "I will stay alongside you while you put the pens away. You are being very silly." instead of "If you don't stop acting like a baby, you'll never get to use those pens again.")

Source: Mary Ellen Powers, Upper Arlington Child Care Program.

PARENTING:
THE UNDERDEVELOPED SKILL
A JOINT PROJECT OF THE NATIONAL PTA AND THE MARCH OF DIMES

- **Accept your children's feelings.** All feelings can be accepted; it is only the *actions* that sometimes need to be controlled.

- **Accept your children's individuality.**

- **Give praise openly and without reservation.**

- **Spend time together.** Take your children with you on a job. Introduce them to your co-workers. Walk around the block together. Share a favorite activity. These times don't have to be for big discussions, but they *do* build up trust between you.

- **Show how you care** about them and want to protect them. Hug them. Touch them. Continue to be supportive. More than at any other time, adolescents need to be sure of their parents' love.

- **Respect their privacy** and show that you recognize their growing independence. They might then be more willing to share important information with you.

- **Listen without prejudgment.** Make the effort not to let preconceptions or the need to talk or defend yourself and your views interfere with your ability to hear what your children say.

- **Listen to the underlying meaning of your children's concerns.** Sometimes preteens and teens are trying to tell you something but can't seem to find the words. Sometimes they may be afraid to say exactly what they mean. But be careful. Don't read imaginary problems into your children's conversation. Never insist your children mean or are concerned about something they deny.

- **Resist giving advice,** even if it's helpful, unless your preteens or teens ask you for it. They often just need someone to listen to them so that they can work out their own solutions.

- **Don't overreact!** This can't be overemphasized. If teens think their parents are too concerned, they'll close themselves off. Give them the opportunity to talk and they'll work things out.

- **Express your values,** but go beyond "you should do this" or "I want you to do that." Describe the experiences that determined your values, the decisions which led you to accept certain beliefs, the reasons behind your feelings.

- **Hold family meetings.** Make this a time to discuss serious topics with the whole family, as well as a time to keep the household running smoothly—what's broken, what's missing, what needs to be replaced or bought.

- **Describe a problem without placing blame or commenting on the children's character.** If children see a problem and know that they are not being attacked, they are more likely to help with a solution.

- **Talk to your children's peers** about sensitive or controversial issues when you see them with your children. For instance, discuss a current news item. Such conversation won't be as emotionally charged since it's not as important to you what *other* people's kids do. Also, you can develop a perspective on how teens other than your own feel about certain issues.

- **Keep rules sensible, enforceable, few in number and well explained.**

- **Give preteens and teens rules,** but be flexible. Compromise over issues such as clothes or hairstyle or school activities which aren't of "life or death" importance.

- **Use books, magazines and newspapers** to fill in gaps or to start communication, especially for topics that are delicate or beyond your level of expertise. Your local library has a selection of books. Discuss them after you and your children have read them.

- **Use movies, TV and plays** as springboards for discussion. If something is mentioned in the movie that is important to you or that you think is important to your preteens or teens, bring it up.

- **Some good resources** for learning more about communicating with your preteens or teens are *Talking With Your Teenager: A Book for Parents* by Ruth Bell and Leni Zeiger Wildflower from Random House Publishers and *How to Talk So Kids Will Listen & How to Listen So Kids Will Talk* by Adele Faber and Elaine Mazlish from Avon Books. Both are guides for parents on communicating with their children. Both include stories by parents on problems they have had with their children and how they have opened communication. The first focuses on specific issues for preteens and teens such as sexuality, substance abuse and the changes of puberty. The second is a "how-to" guide for parents to practice their communication skills.

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Parenting: The Underdeveloped Skill

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Parent Tip

Listen—So They'll Talk

> *Good communication builds good relationships and is the best foundation for helping your teenager learn to make more of his or her own decisions.*

Listening is an art that requires practice. Here are some ideas to help you become a better listener for your child's sake.

Be attentive

Stop what you're doing as soon as you can and give full attention. Focus fully on your child's words, using eyes as well as ears. A youngster may say nothing is wrong when dejected looks tell you differently. So be sensitive to tone of voice and expression. Ask yourself what your child is trying to tell you.

Encourage talk

Eye contact, a smile, a nod and one-word responses indicate understanding if not agreement. Keep questions brief, open and friendly, and try to avoid "why" questions. Children don't always know all the reasons behind their actions and feelings and open-ended questions won't help.

Often repeating an important idea your teenager has expressed, but in a tentative way, draws the child out. "It sounds like your feelings were hurt when she said that." "You must feel very proud to have done that. Am I right?"

Try to empathize

Understanding others begins with empathy, putting yourself into another's shoes. Empathizing with your teenager may take imagination and patience, but try to focus on underlying feelings the child may be having difficulty in expressing.

Listen with respect

React to your teenager as you would to an adult friend. Grown-ups tend to do most of the talking when conversing with young people. LISTEN as much as you talk. After speaking for half a minute or so, stop and let your youngster have a chance. Accept the fact that teenagers are complainers. Let them get their grievances off their chests. Try not to interrupt or push a topic they don't want to discuss.

Talk—so they'll listen

Take time to have relaxed conversations alone with each of your children on a regular basis—five to 10 minutes each day. Frequent talks will help you spot difficulties before they become real problems. In open discussions, various points of view are expressed and everyone both TALKS AND LISTENS. It is often helpful to be doing something together when **you talk—and preferably when** others are not around.

Here are some specific guidelines for talking with adolescents:

- **Show respect**. As you did in listening, so in talking. Show your teenager the same courtesy and interest you would show your adult friends.
- **Be brief.** The time to stop talking is before your teenager stops listening! If you must get across a message, feed a little information—remember the HALF-MINUTE rule for good listening?—then ask for comment before adding a little more. Try not to lecture.

- **Be aware of your tone** of voice. Often it's not what you say but how you say it that conveys your message—how loudly, softly, fast or slowly you speak. You also communicate with eye contact and facial expression.
- **Be specific**. Strive consciously to communicate in simple and specific terms.
- **Help your teenager** empathize with you by expressing your feelings. Reveal some of your inner self. Let your child know you also are an individual and can be hurt by others, even confused in your thinking and fearful of certain situations.

Source: *Helping Youth Decide*, National Assn. of State Boards of Education, Helping Youth Decide Project. **For additional information** or materials write NASBE, 701 North Fairfax St., Suite 340, Alexandria VA 22314.

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Family CONNECTIONS

NEWSLETTER OF FAMILY LIFE EDUCATION PROGRAM
Cleveland Public Schools, 1332 W. 28th St. 696-2677
Issue No.9 JANUARY, 1989 Grace Uhle, Editor

The Tone of PARENTS' VOICES Makes a Difference

It is not just what we say to our children that determines how they respond but how we say it.

Listen to yourself. Does your tone of voice convey the notion that "He's not going to do it". or "I'm sure she won't"., even though the words you used were positive? Children are very aware of feelings. They often hear the inflection louder than the thought you conveyed.

Try an "AS IF" experiment. When next you need to tell your child to do something, say it as if you had every expectation that he would comply. Think yourself into a cheerful, confident statement. It may not work the first time but keep it up as much as possible for several days. See if she whines or balks or declares "I won't" any less.

You may not relish such an experiment at first, but a little success can make you feel positive and the results spiral so that the whole family takes on upbeat communication more of the time.

A FEW ADDITIONAL POINTERS ABOUT WORDS AND VOICES

1. Decide which directions you really need to give at a time and leave out the non-essentials.
   Example: "It is time to put the toys away and get ready for dinner." Rather than listing everything Johnny has not done since breakfast or what you want him to do tomorrow.

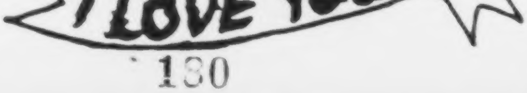
2. Do not ask a question unless you mean to give a choice.
   Example: "Wash your hands before you come to eat", rather than "Do you want to wash now?"

3. Children hear what is sincere and what is not. A too syrupy-sweet request is heard as phoney.

4. De-personalize requests. Children need to learn to take on responsibility for wise actions gradually.
   Example: "Put the trash in the wastebasket", encourages the child to contribute to a smoothly running household. It is not just a way to please adults.

5. Make sure you have the child's attention before starting a conversation. Sometimes this means you have to go to him or her to get eye contact. Not hearing is a very effective way children ignore things they are not eager to hear.

6. Most important of all is to frequently tell your children in words, tone of voice and hugs that you love them.



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How to Talk So We Want to Listen!

Becky Wilson, Tenth Grade Student, James Madison Memorial High School, Madison

- Remember that we're adults sort of and don't need to be talked down to

- Be honest with us Sooner or later we will find out the truth, and it makes us feel dumb if we were lied to Besides, if we know the truth, we can help instead of becoming part of the problem

- Tell us you love us—even if we act like we don't want to hear it A hug or a pat on the back is always a nice bonus

- Praise us if we do O K Sometimes it seems like nothing we do is enough

- Skip the lectures, please - A word or two and a check to see if we understand the message usually does the trick Most of us know we've made a mistake long before you talk to us about it anyway

- Don't yell! Nothing makes us want to fight back more than being screamed or shouted at

- When we need help, give it to us—O K? We don't need to be told that we really blew it this time, that you would never have made that sort of mistake, or that our siblings would never have done it We need help in finding a way out of the mess, not a lecture that we're in trouble We already know that part

- Don't pressure us to achieve all the time We do our best, but we also get tired Remind us from time to time to slow down, goof off, do something silly We can't always make the goals you've set for us, because some of them are too far off the ground

- Let us know that you'll love us even if we don't live up to your expectations Let us know that you'll always be there for us, no matter what

- If we do have a major problem, *help* us solve it, don't solve it for us, or we'll never learn how to function as adults

- Let us form our own opinions about some things Chances are they'll be a lot like yours if you've brought us up right

- If we've got a collective problem, hear us out first before assuming you're right and we're wrong

- Give us a chance to disagree with you without telling us that we're "talking back" We need to develop that part of our communication system, too

- If you're angry, mad, sad, or whatever, tell us so we don't say or do the wrong thing We know how it can be, and the last thing we want to do is make the situation worse

- Don't bring up the same issue over and over again Getting told off once is usually enough We aren't all ego There is common sense and logic there, too!

- We love to hear about when we were little, and we like to hear about your teenage years as well But don't use those stories just to teach us a lesson or make a point about how good we have it The stories are fun just by themselves

- Never stop talking to us You are the only ones we can count on for reassurance and love

Ideas for this article were contributed by members of the Talented and Gifted English class at James Madison Memorial High School, Madison.

THE ESSENTIALS OF ACTIVE (OR REFLECTIVE) LISTENING

1. Observation of and tuning in to the other person
   - Observing body language: facial expression, posture, and other nonverbal cues
   - Listening for the general content of the words
   - Listening for feeling words
2. A concise response reflecting the content and/or feelings being expressed or a paraphrase of what was heard
   - Is nonjudgmental
   - Provides a mirror to the "other"
   - Checks out accuracy of observation
   - Demonstrates understanding and acceptance
   - Helps others tune in to his or her emotions
   - Does not give answers or solutions
3. A door opener or nonintrusive invitation to talk or continue talking
   - A brief, noncoercive statement indicating a willingness to listen (e.g., "I have time if you'd like to talk." or "Feel like talking?").
4. Attentive silence
   - Gives "other" time to decide whether to talk and/or what to say
   - Requires eye contact and a posture that shows interest and concern
5. Respect of the other person's right to privacy if he or she is not ready to talk or continued reflective responses

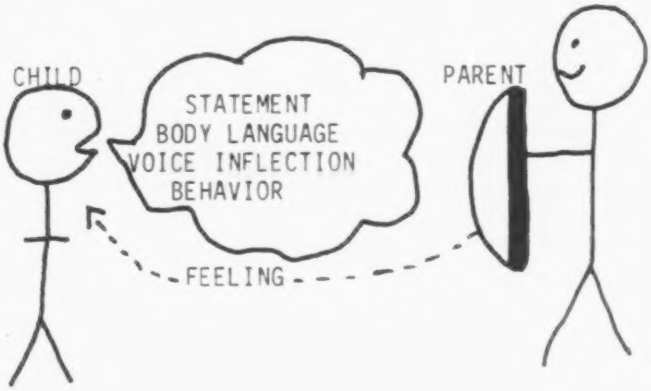
Reference: Bolton, Robert. People Skills. New York: Simon and Schuster, Inc., 1979.

Source: Parents and Adolescents Can Talk. Department of Home Economics, Montana State University, Bozeman, Montana.

REFLECTIVE LISTENING

Reflective listening calls for a response that reflects the child's feelings and the circumstances that surround the feeling. Recognition and acceptance of feelings pave the way for open discussion, problem solving, and mutual respect. Be quick to reflect and encourage happy feelings as well as unhappy feelings.

CHILD SAYS	FEELING	RESPONSE
"Mom, I got an A on my test."	pleased	"You're really proud of your work."
"I can't do this problem."	discouraged	"You seem discouraged because the problems are too hard."



RESPONSES THAT KEEP COMMUNICATION OPEN

"You feel ...."
"You wish ...."
"Oh ...."
"I see ...."
"You seem ...."

RESPONSES THAT DENY FEELINGS

Denial - "There is no reason to be upset."
Philosophical - "That's life."
Advice - "Here's what you should do."
Questions - "Why did you do that?" "Why didn't you ...."
Defense of Others - "Now, let's look at the other side."
Analytical - "Now, the real problem is ...."
Pity - "You poor thing."

Source: Arkansas Parents: Partners in Learning. Arkansas Department of Education.

REFLECTIVE LISTENING WORKSHEET

Child's Statement	Feeling Expressed	Parent Response
"I fell down on the way home." (4-year-old)		
"Jack wanted me to let him see my answers on the math test today. He said he wouldn't like me if I didn't." (8-year-old)		
"I wanted Bob to ask me to the dance, but he's taking Jennifer." (teenager)		
"You pick on me."		
"I'll never get this done. It's too hard.		

ROADBLOCKS TO COMMUNICATION

1. ORDERING, DIRECTING, COMMANDING (telling the other person what to do)
   "You are not quitting school."
   "Don't talk to me like that!"
   "Quit moping around and clean up your room."

2. WARNING, THREATENING (telling the person what will happen if he or she doesn't do something)
   "If you don't sit still, I'm going to spank you."
   "If you do that, you'll be sorry!"

3. MORALIZING, PREACHING (telling the person what they ought to do)
   "You must always be kind to animals."
   "You must always take care of your little brother."
   "It's not nice to act like that."

4. ADVISING, SUGGESTING (telling the other person how to solve a problem)
   "Maybe you can find some new friends."
   "It would be best for you to drop that course."

5. PERSUADING WITH LOGIC, ARGUING, LECTURING (presenting facts, opinions, and other information to influence the other person)
   "If you learn to study now, you'll get better grades if you go on to college."
   "If you drop out of school now, you won't be able to get a good-paying job."

6. JUDGING, CRITICIZING (finding fault with something the other person is doing. You may blame the person, say something is wrong, disagree, or judge the person)
   "If you would have been more careful, this wouldn't have happened."
   "You're not thinking clearly."
   "You are wrong about that."

7. NAME CALLING, SHAMING (making the other person feel foolish by calling him or her a name or ridiculing them)
   "You are acting like a little baby."
   "You are eating like a pig."
   "Look here, you big dummy."

8. INTERPRETING, DIAGNOSING, ANALYZING (telling the other person what his or her motives are)
   "You feel that way because you're not doing well in school."
   "You are saying that to upset me."
   "You're just jealous."

9. PRAISING, APPROVING, EVALUATING (telling someone how well they have done or that you agree with their actions)
   "You really made a good drawing."
   "I approve of that decision."

10. CONSOLING, SYMPATHIZING (feeling sorry for the other person; trying to make the feelings go away)
"Don't worry, things'll work out."
"It's not so bad."
"You'll feel better tomorrow."

11. QUESTIONING, PROBING, INTERROGATING (trying to find more information, reasons, motives, etc.)
"Why do you think you hate school?"
"Why do you think Jane didn't invite you to her party?"
"Where did you get that idea?

12. DISTRACTING, BEING SARCASTIC, HUMORING (changing the subject, making light of or drawing the person away from the problem)
"I've been meaning to ask - how are you doing on the team?"
"Let's change the subject to something more pleasant."
"Why don't you just burn down the school?"

Adapted from Thomas Gordon's Parent Effectiveness Training.

FAMOUS PUT-DOWNS

We sometimes hear ourselves using the put-downs that our parents and other adults used on us, however hard we try to avoid such cliches, and that probably shows just how deeply they affected us. Everyone has a few "favorites" that will never be forgotten. These are some that many remember:

How many times must I tell you...?

That was a stupid thing for you to do!

I can't ever trust you.

Can't you ever remember anything?

You must be trying to hurt me.

You are totally helpless!

Can't you do anything right?

You're always getting into trouble.

You have a terrible disposition.

Can't you move any faster?

Look what you made me do!

You're so clumsy!

You dramatize everything!

When will you ever grow up?

Act your age!

Source: Practical Parenting Tips, by Vickie Lansky. Distributed by Simon and Schuster, 1982.

WHAT'S GOOD ABOUT "I" MESSAGES?

The following items should be in a good "I" message:

1. A nonblaming statement of the problem behavior
2. The real effect or impact that it has on you
3. The feelings that it causes you to have

Why "I" messages are good:

Less threatening - They are less likely to make a child rebel. To tell people very honestly the effect their behavior has on you is much less threatening and easier to take than to say there is something bad about them because they behave in a certain way.

Develop trust - They tell the other person that you trust them. When you send an "I" message, you are saying: "Here is the way I feel. I trust you to find a way to show consideration for my feelings."

Build honesty - Since "I" messages are honest, they influence the other person to be honest also. Eventually, this leads to a relationship with no name-calling, blaming, bad feelings, etc.

In touch with true feelings - Sending "I" messages makes people get in touch with their true feelings. This takes real courage because you show yourself to others as you really are. Such honesty and courage make the other person also want to open up. This can lead to real closeness in a relationship.

Adapted from: Positive Education Program.

Source: Family Life Education Curriculum Guide, Ohio Department of Education.

PRACTICING SENDING AN "I" MESSAGE

DIRECTIONS: Read each situation. Then study the "you" message in the second column. Write in an "I" message in the third column. When you have finished, compare your "I" messages with those on the key on the next page.

SITUATION	"YOU" MESSAGE	"I" MESSAGE
1. Mother wants to read a book. Child keeps climbing on lap. Mother becomes irritated.	"You shouldn't ever interrupt someone when she is reading."	
2. Father is using the vacuum cleaner. Child keeps pulling plug out of socket. Father is in a hurry.	"You're being bad. Stop pulling out that plug."	
3. Teen comes to table with dirty hands and face.	"You're not thinking. That's what a little baby might do."	
4. Child keeps putting off going to bed. Parents want to talk about a private problem. Child keeps hanging around, preventing them from talking.	"You know it's past your bedtime. You're just trying to annoy us. You need your sleep."	
5. Child has been sulking and acting sad all day. Parent doesn't know the reason.	"Come on now. Stop this sulking. Either brighten up or you'll have to go outside and sulk. You're taking something too seriously."	
6. Child is playing stereo so loud it is interfering with conversation of parents in next room.	"Can't you be more considerate of others? Why do you play that so loud?"	

KEY

1. "I can't read the paper and play too. I really feel irritated when I can't have a little while alone to relax and read the paper."

2. "I'm in a big rush and it really makes me angry to be slowed down by replacing the plug. I don't feel like playing when I have work to do."

3. "I can't enjoy my dinner when I see all that dirt. It makes me feel kind of sick and I lose my appetite."

4. "Mother and I have something very important to discuss. We can't talk about it when you're here and we don't like waiting around for you to finally get to bed."

5. "I'm sorry to see you be so unhappy, but I don't know how to help because I don't know why you're feeling so blue."

6. "I feel kind of cheated. I want to spend time with your father and the noise is driving me crazy."

Adapted from Thomas Gordon's *Parent Effectiveness Training*.

Source: Family Life Education Curriculum Guide, Ohio Department of Education.

ENCOURAGING CHILDREN: ADULT-CHILD COMMUNICATION

1. **Showing confidence in the child:**
   "Knowing you, I'm sure you'll do fine."
   "You'll make it!"
   "I have confidence in your judgment."
   "Boy, that's a rough one, but I'm sure you'll work it out."
   "Hang in there, you can make it."
   "How would you like to handle this problem?"
   "You'd like us to think you can't do it, but we have faith in you; you'll get it."
   "You did that all by yourself? Fantastic, you're really growing up fast!"

2. **Focusing on contributions, assets, and appreciation:**
   "Thanks, that helped a lot."
   "It was really thoughtful of you to..."
   "Thanks, I really appreciate your..., it really makes my job easier."
   "I (we) could really use your help on..."
   "I really enjoyed today, because... Thanks!"
   "You have a lot of skill (knowledge, etc.) in ... Would you do that for the family (class)?"
   "You really enjoy learning."
   "It was really a big help to me (us) when you..."
   "I really enjoy (admire) your..." (Be specific, e.g., humor, singing, helpfulness.)
   "I really like the way you look in that outfit."
   "Remember, it's you we love, not your grades."
   "You're really a neat kid; I'm glad I'm your dad (mom)!"

3. **Recognizing effort and improvement:**
   "It looks as though you really worked hard on that."
   "It looks as if you spent a lot of time thinking that through."
   "I see that you're moving along."
   "Look at the progress you've made..." (Be specific, tell how.)
   "I can see you're improving in..." (Be specific.)
   "You may not feel you've reached your goal, but just look how far you've come."
   "You really gave it a good try!"
   "You're getting better at..."

Source: William C. Nicoll, Ph.D., University of Cincinnati.

ACTS OF ENCOURAGEMENT

Encouragement is, in its simplest form, to inspire or help another. Research has increasingly emphasized the importance of nonverbal communication. So very often in interpersonal relations, it isn't so much what we say as it is what we do. Actions do speak louder than words.

Whether with a child, a friend, or a spouse, it is what we do that reveals our basic intentions. We may even fool ourselves with rationalizations, such as "I've been so busy, I just forgot," or "I really should have written, but..." - whatever we say, the intention is clear to the one for whom it is intended.

If our intention is to encourage, inspire, support, or help others to have confidence in themselves, to be self-reliant, to have the courage to be imperfect - we can show this by what we do. The following are some examples of acts of encouragement.

1. When an individual is trying to accomplish something on his own for the first time, allow him to learn by his mistakes as well as successes without comment, evaluation, or intervention by you unless he requests it. Then give what is requested willingly, but without "taking over."

2. When you are playing a competitive game, check your own motives - i.e., is it to win at all costs or is it to do the best you can and enjoy the event, win or lose. The latter can be encouraging; the former, in which only the outcome counts, is discouraging.

3. When you enjoy being with someone or appreciate their assistance, show them by a smile, a hug, or other nonverbal reaching-out behavior that they, too, can understand.

4. When another is slower, less neat, or doing or being different than you - be patient, be kind - keep yourself busy with other matters until they catch up or finish what they are doing.

5. When another errs or causes an accident, allow him or her to correct the mistake, clean up the mess, or whatever without reprisal. For very discouraged persons, volunteer in a friendly manner to help them if they would like assistance. Teach them friendliness and cooperation by example.

6. When discouragement is revealed by another, help them know that they have a place in the class, the family, the group, or your life by giving them helpful jobs, doing things for them, or giving nonverbal personal attention to them or their interests (e.g., saving special stamps for the stamp collector, buying a charm for their bracelet, taking time to watch them or be with them while doing something they enjoy).

Strong, healthy interpersonal relationships require persons of great personal courage. Occasional self-doubt and feelings of inadequacy are experienced by

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everyone. For these feelings to be sustained many only require purposeful or thoughtless attention and reinforcement to the person's errors, faults, and shortcomings. This danger can be overcome by not attending to the shortcomings. Instead, we can help the person believe in himself or herself through both verbal and nonverbal encouragement.

Source: Thomas J. Sweeney, Ph.D., Ohio University.

COMMUNICATION THAT DISCOURAGES

1. "Mary, I think you're too uncoordinated to ride a bicycle just yet. Wait until you're bigger, Sweetie."

2. "Hilary, you did well on the arithmetic test, but you missed those four little true-false questions. They were so simple! Now you know better than that. I don't know why you didn't get them right."

3. "It's great that you won third prize this year. Now next year you can shoot for first prize!"

4. "You've worked so hard on making these cookies, Henry. I'll clean up the mess for you."

5. "I don't think you should try washing the dishes yet, dear. I need to be sure that they're absolutely clean."

6. "You need to practice your violin more carefully, Tim. I hear some really sour notes occasionally."

7. "You'll have to try a lot harder than that if you're ever going to be a good swimmer."

8. "No, No. You've got it all wrong again. Now start over, first turn the key, then put in the clutch, then shift to first, now give it a little gas and let out the clutch. Try again."

9. "You're too sensitive, Tom, you ought to be more aggressive."

10. "Here, Donny, I'll button your coat. It goes faster that way."

11. "You can play outside while Daddy and I mop the kitchen floor."

12. "Don't pour the milk, Karen. You might drop it."

POSITIVE COMMUNICATION STYLES

Instead of Lecturing
1. **REDUCE YOUR MESSAGE TO A FEW WORDS.**
   "Effort is important; let's try again."
   "It's bedtime - It's eight o'clock."

Instead of Questioning, Sarcasm, and Nagging
2. **MAKE A STATEMENT AND GIVE INFORMATION.**
   "Tommy, it's homework time."
   "All sentences begin with a capital letter."

Instead of Ordering and Threatening
3. **OFFER A CHOICE.**
   "You may finish those problems now or at six in the morning."
   "You may sit quietly or leave the room."

Instead of Blaming and Accusing
4. **DESCRIBE THE PROBLEM.**
   "Your homework assignment is incomplete."
   "You are late. We eat dinner at six o'clock."

Instead of Labeling
5. **TALK ABOUT YOUR OWN FEELINGS.**
   "I worry when your homework assignments are incomplete because your grades may suffer."
   "I get angry when dirty clothes are left on the floor."

Source: Arkansas Parents: Partners in Learning Experiences. Arkansas Department of Education.

WHICH ONE IS YOU?

"Two A's are good," the small boy cried
His voice was filled with glee.
His father very bluntly asked,
"Why didn't you get three?"

"Mom, I've got the dishes done,"
The girl called from the door.
Her mother very calmly said,
"And did you sweep the floor?"

"I've mowed the grass," the tall boy said.
"And put the mower away."
His father asked him with a shrug,
"Did you clean off the clay?"

The children in the house next door
Seem happy and content.
The same things happened over there
But this is how they went:

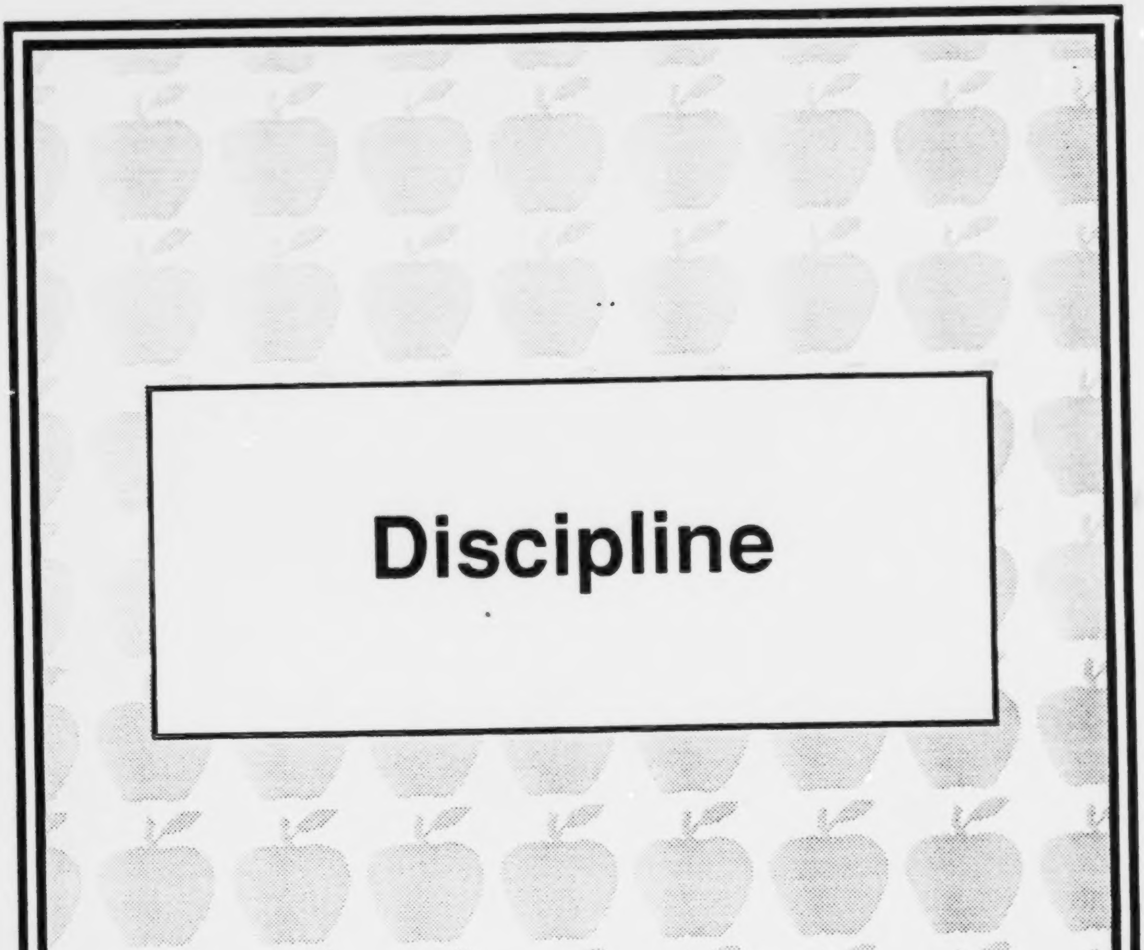
"Two A's are good," the small boy cried
His voice was filled with glee.
His father proudly said, "That's great!"
"I'm glad you live with me."

"Mom, I've got the dishes done,"
The girl called from the door.
Her mother smiled and softly said,
"Each day I love you more."

"I've mowed the grass," the tall boy said,
"And put the mower away."
His father answered with much joy,
"You've made my happy day."

Children deserve encouragement
For tasks they're asked to do
If they're to lead a happy live,
So much depends on you!

Anonymous



Discipline

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Key Concepts

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"Positive Discipline - 12 Tips That Work"

"Discipline: A Parent's Guide"

"Discipline and Punishment: Is There a Difference?"

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KEY CONCEPTS

1. Effective discipline is teaching rather than punishing.
2. The goal of parental (external) discipline is that children will learn how to be self-disciplined.
3. Positive discipline helps build a child's self-esteem.
4. Parents play a key role in helping children develop responsibility.
5. Discipline problems are greatly reduced when parents have age-appropriate expectations of their children.
6. Consistency provides children with stability and makes it possible for them to predict the results of behaving in appropriate or inappropriate ways.
7. Children need limits.
8. Physical punishment is often ineffective in the long run in changing behavior, and may be harmful.
9. Consequences that are related to inappropriate behavior are usually effective in changing that behavior.

Key Concept:

Effective discipline is teaching rather than punishing.

Outcome Statement:

Parents will learn the importance of teaching their children appropriate behavior, and techniques for doing so.

Introduction:

Webster defines discipline as teaching or training from the word "disciple" which is a "learner." A parent is a child's first and best teacher, a role the parent can continue throughout childhood.

Teaching Techniques in Discipline:

1. Teach the task or appropriate behavior. Do not assume that the child already knows.
2. Teach the child how to use alternatives when choosing behavior.
3. Discuss behavior expectations with your child and give attention to your child's concerns.
4. Model appropriate behaviors.
5. Develop a small number of rules for your child and, where possible, seek your child's ideas. Discuss the rules together.
6. Enforce rules consistently.
7. Encourage your child's efforts.

Activities:

1. Teach parents the behavior equation technique and have them apply it to a problem situation with their child. See "Behavior Equation Worksheet."

2. Ask parents to cite examples from their past in which an adult (parent, teacher, other relative) effectively used teaching in the discipline process.

3. Ask parents to cite examples from television situation comedies, like the "Cosby Show" and "Just the Ten of Us," where teaching was used in the discipline process.

4. Ask parents to role-play situations in which they used teaching rather than punishment to discipline their child.

5. Discuss the "Teaching Techniques in Discipline" listed in the Introduction above. Give parents an opportunity to add techniques to the list.

Key Concept:

The goal of parental (external) discipline is that children will learn how to be self-disciplined.

Outcome Statement:

Parents will learn ways to foster and build self-discipline in their children.

Introduction:

Self-discipline is "the ability to choose and maintain a constructive role in a situation. It is the ability to size up a situation and to see what needs to be done; to see several ways of behaving in the situation; to choose one of them; and to learn from what happens."*

A self-disciplined person is one who has control and takes responsibility for his or her own behavior. It is a person with preferences, interests, and values that can be expressed with independence rather than with constant advice and decisions from someone else.

Children are successfully self-disciplined when they conduct themselves in appropriate and productive ways when there is no authority present to catch or correct them. A child who has achieved self discipline has a high regard for himself or herself.

Parents play a key role in helping their children learn appropriate behavior.

Activities:

1. Ask parents to identify and discuss behaviors in their children that exemplify self-discipline.

2. Discuss ways of fostering self-discipline. Develop a list of things parents can do. How can they use these suggestions to solve a particular "discipline problem" they may be experiencing with their child? Help them develop a discipline plan focusing on self-discipline.

*William W. Wayson. Developing Discipline for Effective Learning. Ohio State University, 1988.

Key Concept:

Positive discipline helps build a child's self-esteem.

Outcome Statement:

Parents will learn that when children are treated with respect they learn to respect other people and respond to a firm and kind form of discipline.

Introduction:

Children value themselves to the extent that they are valued. A child's behavior is strongly influenced by his or her self-image. When children are sure of themselves, feel good about themselves, and like themselves, they are friendly, outgoing, and self-confident. They have little need to misbehave, make trouble, annoy, and destroy.

Positive discipline that teaches appropriate behavior:

1. In order to get respect from your child, you must give respect.
2. Set a good example. A child learns more from what you do than from what you say.
3. Put limits on your child's behavior, but be careful not to make too many rules.
4. Be consistent. A predictable environment helps children to feel safe, since they know what to expect.
5. Emphasize "do's" rather than "don'ts."
6. Praise your child's accomplishments, separating the behavior from the person.
7. Listen to your child and help him or her work through a problem.
8. Encourage independence. Let children make their own decisions and contribute to family decisions whenever appropriate.
9. Keep your sense of humor. It helps you keep a proper perspective about what is really important.

Activities:

1. Ask parents to cite examples from their past in which an adult (parent, teacher, or other relative) effectively instilled self-esteem in them while administering positive discipline.

2. Ask parents to cite an example of humor being used to teach a concept. Ask them to share one way that they will use humor in the future.

3. Role-play examples of ways to separate a child's behavior from the individual child.

Key Concept:

Parents play a key role in helping children develop responsibility.

Outcome Statement:

Parents will learn techniques for fostering responsibility in children.

Introduction:

Responsibility is a process of making choices and accepting the consequences of those choices. Children do not learn responsibility alone or all at once. It is a skill that must be expected from an early age and taught daily.

Tips for Promoting Responsibility:

1. Start early. (Even toddlers can put away toys.)
2. Set household rules.
3. Enforce rules with established consequences.
4. Help your child meet your expectations. Offer ways to facilitate completion of the task.
5. Give your child guidelines to help meet his or her responsibilities.
6. Praise your child's efforts to act responsibly.
7. Show your child how much you care about him or her. Give your child support even with failure.
8. Show your child you are confident about his or her abilities.
9. If a child has trouble meeting the responsibility, reevaluate the responsibility and revise it as necessary.

Activities:

1. Have parents list their child's chores and responsibilities at home (keeping in mind each child separately). Then review with parents the following points in relationship to the lists:

    (a) Are the responsibilities age-appropriate and have they been explained to the child in a clear manner?
    (b) Has the parent taught the child how to carry out his or her tasks?
    (c) Has the parent used encouragement and praised the child's efforts?
    (d) Has the parent removed himself or herself from power struggles, offered choices, and used natural or logical consequences?

2. Provide parents an opportunity to practice using praise and encouragement language to foster child's efforts. (See "Encouraging Children: Adult-Child Communication" and "Acts of Encouragement" in "Communication" module.)

3. Suggest ways that parents can teach a decision-making process appropriate for their child's age. (See "Decision Making and Problem Solving" module.)

Key Concept:

Discipline problems are greatly reduced when parents have age-appropriate expectations of their children.

Outcome Statement:

Parents will learn what type of behaviors are expected at each age level.

Introduction:

Knowing the developmental stages of children will give parents guidelines for evaluating behavior. Sometimes parents are concerned about a particular behavior in their child and then discover that his or her action is typical for that age. Sometimes their expectations are unrealistic for where their child is in the developmental process. (See "Understanding Human Growth and Development" module.)

Activities:

1. Review the general characteristics of children the same age as the children of parents in the group.

2. Ask parents to cite their child's age, three expectations they have for their child, and the child's individual characteristics that make these expectations realistic.

3. Discuss examples of expectations that may be unrealistic for children due to where they are in the developmental process. How might these expectations create discipline problems?

Key Concept:

Consistency provides children with stability and makes it possible for them to predict the results of behaving in appropriate and inappropriate ways.

Outcome Statement:

Parents will learn how to set limits and enforce them consistently.

Introduction:

Humans have a need for security and safety. We can relieve the discomfort of being "constantly ready" to defend ourselves against the dangers of the world by predicting what will happen next. If our predictions come true, we feel safe. If they don't, it's upsetting, and we feel angry. To a child, adults having authority over him or her is the main source of threat, comfort, and nurturance. If much of the adults' behavior is consistent and predictable, the child feels safe. This leaves his or her mind free to explore the world and to learn about it.

Steps in Establishing a Pattern of Consistency:

1. Establish household rules. Seek input from the child.
2. Explain the reasons for the rules to the child and the consequences of breaking the rules.
3. Post the rules and consequences.
4. Enforce the rules consistently.
5. Reevaluate the rules and consequences periodically to keep them appropriate for child's maturity level.
6. Provide positive feedback for the child's efforts.

Activities:

1. Give parents situations, such as their child's bedtime, homework procedures, play schedule, where they themselves choose the best steps for implementing consistent discipline with their child.

2. Have parents list the rules that they have set for their child and the consequences for breaking the rules. Discuss the rules for reasonableness and consistency. Suggest that parents revise the rules as needed and post them at home.

3. Have parents discuss consequences. What happens when their child does not behave appropriately? Discuss choices that their child has.

Key Concept:

Children need limits.

Outcome Statements:

Parents will know the importance of limit-setting and will provide boundaries appropriate to the developmental age of their child(ren).

Parents will learn how to set and enforce limits.

Introduction:

Children need an understanding that they are cared for and, in turn, are expected to care for others. They need structure, stability, and a clear belief system. Youngsters need to know that there is right and wrong and give and take. They are expected to function within family guidelines according to rules on which they and their parents, whenever possible, mutually agree.

Process for Setting Limits

Parents should

1. Explain the reason for the limit (rule).
2. Discuss it with the child to be sure he or she understands the limit (rule).
3. Involve the child, whenever possible, in setting the limits.
4. Be reasonable in determining limits.
5. Be firm and fair in enforcing the limits.
6. Be consistent in enforcing the limits.
7. Provide praise and criticism of the child's behavior, and not of the person.
8. Change the limits as the child's interests and abilities change.

Activities:

1. Ask parents to give examples of enforceable versus unenforceable rules.

2. Help parents develop a set of limits (rules) for their child(ren) and a plan for promoting and enforcing limits.

Key Concept:

Physical punishment is often ineffective in the long run in changing behavior, and may be harmful.

Outcome Statement:

Parents will learn why physical punishment is usually ineffective and will learn some alternative forms of discipline.

Introduction:

It has been estimated that physical punishment is used as a form of discipline in over 80 percent of the families in the United States. Although spanking and other forms of hitting often seem to get quick results, they are usually ineffective in the long run and can do more harm than good.

Ways Physical Punishment Affects Children

1. Often their first impulse is to escape.
2. They learn from parents that violence is acceptable.
3. They may feel demoralized and humiliated.
4. They may develop low self-esteem.
5. They may internalize anger and become shy and withdrawn.
6. They may become aggressive - hitting, fighting and/or destroying something that belongs to someone else.

Activities:

1. Have parents think about a time when they were physically punished. Ask those who were never hit or spanked to imagine the experience. Ask them to describe in their own minds the situation and their reaction(s) and feelings.

2. Invite those who wish to share their reactions and feelings, or a reaction they have observed in someone else who was physically punished. How did they feel? How were their reactions and feelings alike and different from those listed above under "Ways Physical Punishment Affects Children"?

3. Ask why parents use physical punishment so often. Typical answers are that they are frustrated, they don't know what else to do, they love their children, and/or their parents spanked them and they "turned out okay.")

4. Discuss alternatives to physical punishment.

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Key Concept:

Consequences that are related to inappropriate behavior are usually effective in changing that behavior.

Outcome Statement:

Parents will learn how to use natural and logical consequences in the discipline process.

Introduction:

Natural consequences are those that permit children to learn from circumstances that happen naturally. Logical consequences are those arranged by an adult that permit children to learn from circumstances directly related to their behavior. In other words, the consequences must fit the behavior in a logical way.

Differences between punishment and natural and logical consequences:

Consequences	Punishment
1. Involves no element of moral judgment.	Inevitably involves some moral judgment.
2. Is concerned only with what will happen now.	Deals with the past.
3. Promotes friendly relationship and atmosphere with minimum resentment.	Promotes anger (overtly or covertly) and frequently resentment.
4. Develops intrinsic motivation and self discipline.	Depends on external motivation.
5. Doesn't involve submission or humiliation.	Often requires submission or humiliation.
6. Is thoughtful and deliberate.	Is often impulsive.
7. Lets child feel important.	Leaves child feeling belittled.
8. Uses action.	Uses talking and coercion.
9. Disengages adult from negative involvement with child.	Promotes negative interaction between adult and child.
10. Implies that child can work out own problems.	Implies that only adult is capable of solving child's problems.

Activities:

1. Give parents problem situations involving children and ask them to describe the natural or logical consequence (whichever is appropriate) for each situation.

2. Invite parents to describe a problem situation involving their own child, and the logical or natural consequence to remedy it.

THE BEHAVIOR EQUATION

In order for us to understand behavior and why children and adults act the way they do, we can use the following parts of an equation. Behavior comes about when all three parts of the equation work together. They are NEED, SELF, and PLACE.

1. **NEED** - Not having something you have to have, can use, or want.
2. **SELF** - All your ideas. The way you feel about parents, teachers, and others. Your attitudes and abilities.
3. **PLACE** - Where you happen to be and the persons or things around you.

When these factors are put into an equation, the causes of behavior may be easier to understand. The + sign means "interacts with."

BEHAVIOR = NEEDS + SELF + PLACE

To use the equation, begin with a behavior. Then try to identify the need or feeling. Under SELF, a person might combine many of his resources and use them to help him determine his behavior in the place he finds himself. For example, a baby who is playing in his playpen with his toys becomes hungry. Being unable to talk, he begins to cry and bang his toys to get his mother's attention, so she will feed him. In the BEHAVIOR EQUATION, the baby's actions would appear as

BEHAVIOR	=	NEED	+	SELF	+	PLACE
				(He uses at least three)		
Cries		Hunger		He knows mother will come when he cries. He can throw his toys. He has learned that mother and food go together.		Playpen

POSITIVE DISCIPLINE

12 Tips That Work

If begun at an early age and followed consistently, the guidelines below can be of ongoing value in helping parents instill both discipline and feelings of self-worth in their children.

Set a good example. Children learn more from how parents behave than from what parents say.

Put limits on your children's behavior, but be careful not to make too many rules. Eliminate unnecessary rules as children grow older; this will encourage independence.

Be consistent. A few rules that are always enforced are more effective than many rules that are enforced sporadically.

Praise children's good behavior and accomplishments. Try to ignore inappropriate behavior unless it is destructive, dangerous, or harmful to others.

Take time to listen to your children, especially if they have a problem to discuss or if they want to talk about a rule that they are having a difficult time following.

Encourage independence in your children. Let them select their own clothes and dress themselves, for example. Help them learn that they can cope without you.

Let children contribute to the making of family rules and decisions. They are less likely to break rules that they have helped to make.

Make sure children understand the household rules and the penalties for breaking them.

Act quickly when a child misbehaves. Don't let a behavioral problem drag on endlessly without attention or resolution.

Avoid continual criticism and nagging. Instead, offer praise and positive suggestions that don't challenge your children's self-esteem. Also avoid power struggles with your children. Discipline is not a game in which there are winners and losers.

Keep your sense of humor. It can work wonders with your children and help you to keep your perspective about what is really important.

Treat your children as you would your best friends - build your relationships on a foundation of respect, courtesy, and love.

Source: The National PTA-88, a Redbook Special Edition, The Hearst Corporation.

DISCIPLINE:
A PARENT'S GUIDE

Discipline

The word conjures up images of a parent spanking or shouting at a child or a teacher scolding a student for misbehaving. To many people discipline means verbal or physical punishment.

But, actually, to discipline means to teach. Thus, rather than punishment, discipline should be a positive way of helping and guiding children to achieve self-discipline. Parents' beliefs about what is good discipline will have a great effect on how their children live their lives and get along with others.

Why children need discipline

You, as parents, are your child's first teachers. The task of teaching, or disciplining, children may seem overwhelming, but understanding the reasons for it may provide a basis for understanding.

Often parents discipline children to protect them from danger. Thus a parent may teach 18-month-old Amy not to touch the hot stove by removing her from the danger while saying "No, Amy, the hot stove will burn you, and it will hurt!"

Children need discipline so that they can learn to get along with others and to understand that there are limits on acceptable behavior. So 3-year-old Jimmy is taught that he must not grab his friends' toys. Six-year-old Eddie learns not to talk continuously during class because the teacher and students have established rules for when students must be quiet.

Discipline helps children learn to think in an orderly fashion and to understand the logical consequences of their actions. It helps them order and deal with information that is important for their success in school and as adults. For instance, 10-year-old Greg learns to arrive home on time for dinner because it is a family rule that if he or his siblings are late for dinner, they may not go out and play afterward.

Finally, discipline helps transmit parents' and society's values. Through discipline children learn that society has certain common rules that everyone is expected to live by—for example, respecting others' property. Children also learn the individual values that their family, school and community hold.

The purpose of discipline, then, should be to guide your children toward acceptable behavior and to teach them to make wise decisions when dealing with life's problems.

Discipline is not punishment

Discipline is not the same as punishment. Instead of punishment, children need to be taught what behavior is allowed or not allowed and why. Therefore, parents should stress "do's" rather than "don'ts" and praise their children when they behave well or accomplish something. An example of this "positive" discipline would be telling your son, "Please pick your clothes up off the floor because I have to vacuum in here" rather than saying, "Don't throw your clothes on the floor anymore!"

Studies have shown that physical punishment such as hitting and slapping and verbal abuse are *not* effective discipline. While such punishment may seem to get fast results in specific instances, in the long term it is generally more harmful than helpful. Physical punishment can demoralize and humiliate children and cause them to develop low self-esteem. Some experts argue that it also promotes physical aggression in children by showing them that violence is acceptable.

For very young children, parents can choose other discipline techniques, such as distraction and removal of the object in question or the child from an area of danger.

Parents and school discipline

The discipline that children learn at home is the foundation for their behavior at school. School discipline is merely an extension of home discipline. Thus parents should view a discipline problem in school as a home problem, too. If your child's teacher reports a discipline problem, talk with your child and teacher and work on a solution together.

A good example is homework. If a teacher says that a child is not completing homework or is not doing it satisfactorily, parents need to supervise the homework more closely. Why? Because homework both encourages and reflects the development of self-discipline and of good work habits.

Parents should support the school's rules. Just as at home, classrooms and schools must have established rules of conduct. Studies have shown that the most effective schools are those where students help set the rules and where students are encouraged to be self-disciplined. Children should know that their parents expect them to follow school rules and that they should not violate those rules.

Parents should know the discipline code, or policy, of the school. If there is none, parents might suggest a written behavior code for all students. Or they might want to get involved in a revision of the existing code if it is not satisfactory. This will make rules clear and easily understood.

Poorly developed rules and lack of or uneven enforcement causes discipline problems. In school as at home, the most effective rules are those decided upon by everyone—students, teachers, administrators and parents—and enforced by all.

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Discipline tips for parents

- Set a good example. Children learn more by how parents act than by what they say. If you want, for example, to teach your child that physically aggressive behavior is not the way to resolve conflicts or problems, then don't resort to physical punishment yourself.

- Set limits on behavior, but be careful not to impose too many rules. Before making a rule, ask yourself: is it necessary? Possible criteria would be: Does the rule protect a child's health and safety? Does it protect the rights or property of others?

  Too many rules overwhelm and hinder creativity and spontaneity and are hard if not impossible to enforce. Generally young children need more rules than older children.

- Praise a child for good behavior and accomplishments. Let the child know you appreciate his or her efforts.

- Try to ignore unwanted behavior unless it is causing harm to people or is otherwise destructive. But be honest with a child about behavior that is annoying to you or other adults.

- Take time to listen to your child, especially if there is a problem or the child wants to discuss a rule.

- Involve children as much as possible in making family rules and decisions. Children are less likely to break rules that they have helped establish.

- Be consistent. Agree with your spouse on methods of discipline. Consistency reinforces the importance of a rule, and a child can always predict the results if he or she doesn't follow the rule.

- Act quickly when a child misbehaves. Don't let a problem or worry build up over a period of time.

- Be flexible. Some rules may work when a child is young; but as children get older, they need and want more independence. And remember, not all children respond in the same way.

- Don't be afraid of encouraging independence.

- Make sure your child understands rules and the penalty for breaking them and then enforce the rules. If you and 4-year-old Timmy agree that he shouldn't cross the street alone, and he breaks this rule, be ready to enforce the penalty. This penalty might be that he can't go out again for one day.

- Help your child develop inner control. Young children do not have the self-control needed to follow all the rules all of the time. A 5-year-old girl may not be able to exert the self-control necessary not to take a cookie from the cookie jar before dinner. The parent might help by moving the cookie jar out of sight or offering the child something that is allowed.

- Give children responsibilities, including household chores. Having something important to do can help children achieve independence and develop high self-esteem. Even toddlers can be responsible for some chores—bringing a diaper or their socks and shoes to you.

- Avoid criticism and nagging. Offer positive, constructive suggestions instead. Criticism and nagging can easily become habit-forming, and they can cause your children to become resentful, belligerent and develop low self-esteem.

- Avoid power struggles with your children. Discipline is not a game in which there is a winner and a loser. You expect cooperation from your child and your child expects you to be fair. Respect your child enough to allow disagreement at times.

- Keep your sense of humor. It can work wonders with children.

- Treat your children as you would your friends—with love, respect and courtesy.

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Bulletin 632

PRACTICAL EDUCATION
FOR PARENTING

DISCIPLINE AND PUNISHMENT: IS THERE A DIFFERENCE?

By **Kent G. Hamdorf**, Ph.D
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Ten-year-old Mary has just spilled a glass of milk. What should her mother do? Should she discipline Mary or should she punish her?

Rick, age 16, has just received all A's on his report card. What should Rick's parents do? Should they reward Dick with a gift to show their pleasure?

At first one might ask, "What do discipline, punishment and rewards have in common in the above examples?" The answer is, "How the parents react to the situation." To some parents, teaching a child means rewarding for something the parent approves of and punishing for something of which the parent disapproves. Other parents believe the best way to shape a child's behavior is through discipline, teaching the child rules or guidelines by which people live and directing the child to adopt these rules without outside demands. Discipline involves guiding the child toward self-discipline, a goal every parent should keep uppermost in mind when working with and teaching a child.

Punishment and discipline are not the same thing. The purpose of punishment is:

— To prevent a child from repeating a forbidden act.
— To teach the child what is wrong.

The purpose of discipline is:

— To direct the child in choosing constructive behavior patterns.
— To develop self-control and self-discipline.

Why Not Use Rewards and Punishment?

In the parent-child relationship, using rewards and punishment can have some undesirable side effects. For example, the rewarded or punished child may become dependent and fearful, rebellious, antagonistic, sneaky or untruthful, submissive or unsure of self. When used by a parent, reward and punishment are incompatible with human dignity and respect, glorify parental force and power, are often associated with bribes (reward) and revenge (punishment), and may cause a superior (parent)-inferior (child) relationship.

A parent often punishes a child, simply not knowing any other way to react to the situation at hand. There are several types of punishment; for example, physical abuse (slapping and spanking), verbal abuse (scolding and humiliating), deprivation (being sent to bed without dinner or not being allowed to go to a show), isolation (being confined to one's room for a specific period of time), grounding (not being allowed to go out with one's peer group).

Punishment and reward are ineffective methods of dealing with a child's problems because they:

— *Usually are arbitrary exercises of power by the parent,* who alone decides whether, when and how much to punish. The parent becomes prosecutor, jury, judge and warden. "Might is right," and the child may conclude that power is what counts.

— *Usually are not logically related to the offense.* When a child is restricted from watching television because of dirty hands, there is no logical relationship between the "crime" and the "punishment."

— *Create resentment.* The child may think a parent is unfair because the punishment was disproportionate to the offense.

— *Tend to create character defects.* The punished child will try to avoid detection and may become sneaky, and lie.

— *May help the child lose respect for older people.* A child who is punished too lightly may try to get away with other offenses, may reason that the penalty isn't too bad.

— *Might make the child try to get even.* If a child feels unfairly punished, revenge may cause the child to hurt self or parents — or both. The so-called Samson phenomenon of punishing both oneself and others often occurs with frequently punished children. The child may become wild, rebellious and delinquent.

— *Might teach the child to punish others.* By punishing the child, a parent will teach that this is a way to treat others. The child is likely to adopt punitive tactics against animals, other children and even parents.

— *Will have to be discontinued eventually.* When a child reaches a certain age, a parent will give up this procedure. An attempt by a parent to punish a big child can result in a situation very ugly for both.

— *Will not be effective for the long-range important objectives.* At the moment, punishment may stop objectionable behavior. But the child who stops only because of fear of punishment is likely to refrain from undesirable behavior only while the fear remains. The child is not helped to develop inner controls for responsible behavior.

Parents should not merely try to stop particular forms of misbehavior, their primary goal should be to help the child become cooperative. The punished child often develops undesirable characteristics — lying, cheating, sneaking. The child is not likely to learn to cooperate for the good of all. Punishment not only exacts a heavy toll from the child but disrupts family harmony.

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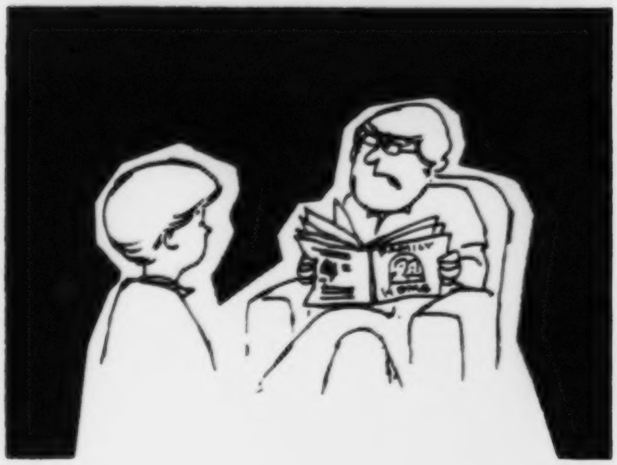
— Tend to become more and more severe and at the same time to become less and less a deterrent for negative behavior. A parent who mistreats a child usually does so as a result of the child's having ceased to fear punishment. When spanking holds no terror for the child, the parent may resort to whipping, and when this fails, the parent may go to extremes.

— May actually encourage misbehavior. Under some circumstances, a child may actually misbehave in order to be punished! In these cases, the more often and the more quickly the parent punishes, the more often the child misbehaves.

Timmy's experience illustrated the negative effect of punishment. Father is leafing through a magazine. Seven-year-old Timmy interrupts him and demands that Father play with him. Father says, "No," to the boy several times, but Timmy continues to bother Father. Finally, Father is at his wit's end and yells at him, "I swear kid, you're just asking to be spanked!"



Unfortunately for Father, this doesn't work either. Out of exasperation, Father spanks Timmy, who then begins to cry as though he is really hurt. Father feels somewhat remorseful over what has happened so he picks Timmy up. "Timmy, quiet down! I didn't hurt you that much. Father loves you. Let's play! Go get your erector set."

After a few minutes, Timmy stops crying and gets his erector set. They play together. For Timmy, asking for punishment was worthwhile. For Father, it didn't bring about his goal of wanting to be left alone.

Discipline Implies a Constructive Viewpoint

How a parent feels in disciplining a child has a great effect on the child's reactions. For example, if a parent approaches a behavior situation feeling cross, angry and upset, the child probably will react in the same way. But if the parent is firm without being angry, the effect will be quite different.

Following are several ways that a parent can set the stage for discipline:

1. A parent can make suggestions in a positive way. "Bounce the ball on the floor" is a positive suggestion. It tells the child what to do. "Don't hit the window" is a negative suggestion, telling the child what not to do. "Carry the glass of milk slowly" is a better way of saying, "Don't spill the milk." By suggesting a positive way the parent is telling the child what to do rather than dwelling on what not to do.

The words "stop" and "don't" easily slip out when a parent is trying to keep the child from doing something. It takes effort to replace negative statements with positive statements. Save "don't" and "stop" for those emergencies when you as a parent must put a quick stop to what the child is doing. Suggest positive ways of doing things and your child will be less resistant. You, too, will feel better about disciplining.

2. A parent should let the tone of voice do part of the job. Certainly, at times, a parent has plenty of cause for shouting. But as a regular technique in disciplining a child, shouting is not effective. It only causes "parent deafness."

Ask yourself, "When is my child most apt to listen to and understand me? When I speak loud and fast? Or when I slow down and speak in a quiet pleasant voice?" If a parent speaks in a loud tone of voice continually, the child will probably speak loudly to match the parent's voice.

It is better for a parent not to shout at little children from one room to another. When playing, children often concentrate so completely on what they are doing they are aware of nothing else. A parent should move close to and speak directly to the child.

Speaking quietly not only is more effective in disciplining children, it also helps the parent stay calm and rational.

3. A parent should choose words that build confidence. Although a parent will show disapproval when a child is misbehaving, it can be done in a constructive manner. Expressions like, "You naughty girl" or "You bad, bad boy," belittle a child and make the child feel guilty or lose self-confidence. It is better for the parent to show disapproval of the child's behavior than to direct comments at the child. To say, "Rick, keep your food on your plate," helps Rick more than "You naughty child, making all that work for Mother."

Expressions such as, "Mother won't love you" or "Father won't be proud of you," threaten the child with the loss of a parent's love and respect. At times, that may be more than the child can bear. Contrary to the way it may seem, a child prefers to do what the parent expects; and will behave better when the child senses love and approval. If a parent can discipline by saying, "I don't like what you did, but I still like you," the parent will be on the right track.

4. A parent should keep suggestions and directions at a minimum. Some children talk a great deal of the time. A parent should keep this in mind and need not feel guilty for not responding to everything the child says. In fact, it is suggested that a parent not respond to everything the child says. When a parent responds continuously to the child, the child becomes accustomed to it and begins to ignore the parent, which is another form of parent deafness.

In addition, if a parent responds to everything the child says, the child may start demanding too much attention from the parent. A child must learn that a parent needs time to be left alone. A parent who teaches the child moderation in talking will, in the end, help the child learn to respect the feelings of others.

Offering too many suggestions to a child on what to do prevents the child from using original ideas. Making a suggestion to a child before the child needs help eliminates the chance to work out problems without outside help.

5. A parent should feel free to redirect undesirable behavior. Two-year-old Sammy is mauling the kitten, but objects violently when Mother takes the kitten away. Substituting a toy may satisfy the child's desire to handle and play with the kitten.

Martha and Karen are throwing and breaking toys in the play area. Perhaps they need to play outside.

A parent can often avoid the need to discipline a child by substituting a desirable activity for an undesirable one. A parent should remember that a substitution must meet the child's need. Giving a child a book when the child is tired of sitting will not meet the child's needs; neither will sending the child outside to play when the child is already physically tired.

6. A parent should feel free to set limits. A parent may be able to avoid some discipline problems by setting limits that a child can understand. However, setting limits can upset a most enjoyable parent-child relationship, so a parent should use careful judgment. A parent may want to take into account the child's age and stage of development when setting limits and re-evaluate these limits from time to time. A good rule for a parent to follow is to set only necessary limits that:

—protect a child's safety.
—protect a child's health.
—protect the rights of others.
—protect and support the child against personal strong feelings.

Every child faces restrictions at home and in surroundings that interfere with the need for activity and learning. But if a child has too many restrictions, the result may be thwarted feelings. The child may become less spontaneous and creative than a parent would like. Imposing too many restrictions too early in childhood may cause resentment and necessitate constant interference. Rather than accepting rules as a part of self-discipline, a child may wish for the day when following rules is no longer necessary.

A parent who employs positive means when disciplinng a child may very well discover this is the best way to set the stage for the child's own self-discipline.

Parental Consistency in Child Discipline

What parent hasn't heard, "It is very important to be consistent in your child discipline?" What does parent consistency mean and how consistent should a parent be?

According to some experts on parent education, there are at least four aspects of consistency in child discipline: 1) **predictability** — consistency from situation to situation, 2) **common front** — consistency between demands of mother and father, 3) **practice what you preach** — consistency between command and example and 4) **you cannot not communicate** — consistency between verbal and nonverbal messages. Let's examine what each of these means.

Predictability: *Consistency from situation to situation.* Human beings have certain obvious needs — food, shelter, clothing. Another need is for safety or security. The world around us, especially during childhood years, is full of danger and uncertainty. Because of this, the body mobilizes for action. The discomfort of being "constantly ready" to defend oneself can be relieved if one is able to predict fairly accurately what will happen next.

To a child, the parent has authority. The parent is a major source of comfort and nurturance. If much of a parent's behavior is consistent and predictable, the child will feel secure. The child will not spend energy figuring out what Mom or Dad is going to do next, but will concentrate on other things. This leaves the chid free to explore the world and learn about it.

If a parent is unpredictable, the child constantly feels anxious. Every time a rule is stated ("Be home by 5 o'clock" or "Don't hit your brother!") the child feels the need to test that rule. And every time the rule is not enforced, the child's anxiety rises. This results in the child's being unable to learn what the rules or principles really are. In time the child becomes a master of manipulating the parent by doing things that upset the parent. This leaves the child little energy for dealing with other aspects of the world.

Of course, a parent cannot always be consistent from day to day or from situation to situation. A parent's feelings, the child's feelings and the specific details of the situation vary from day to day. However, if the child is to learn what is expected and what is right or wrong, a parent's expectations and responses must be relatively predictable. To become reliable in the child's eyes, the parent must be consistent in similar situations. Then the child can abandon much testing and devote efforts to other areas of the world.

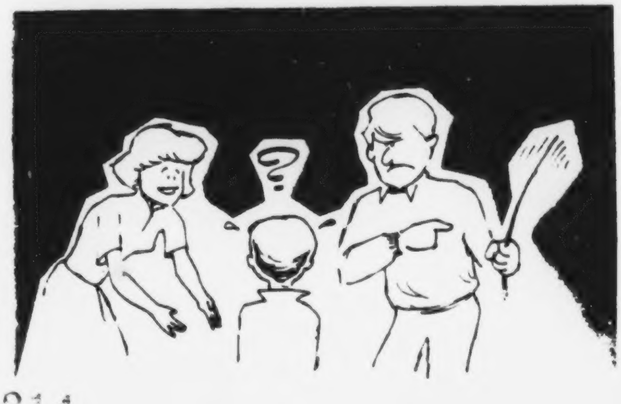
In short, this means that a parent should make as few demands as possible, but follow through consistently on these demands.

Common Front: *Consistency between demands of Mother and Father.* Recognizing that most children have both a mother and father, the importance of knowing where each parent stands is very important to a child. A parent, from time to time, will find himself disagreeing with the other parent about how to discipline the child, what privileges to allow the child and what is reasonable to expect of a child.

It stands to reason that no two people want to raise a child in exactly the same way. This can have advantages. A child has a good chance for a well-rounded upbringing if cared for by two people with different personalities. It is good for a child to be able to rely on both parents, each for different things and in different ways. Diversity of opinion and style at home helps prepare a child for the larger world where the child will be expected to deal with many different kinds of people.

However, parents who squabble and get into fights with each other over the child's upbringing can confuse the child. As one child complained, "Mom tells me I can stay up and watch television, and then Dad says she shouldn't allow it. What am I supposed to do?"

A child shouldn't need to ask that question. Disagreements about the child should be discussed when the child is absent. Inconsistency and disagreement make the child feel insecure and uncertain as to what is expected. In addition, when parents disagree, a child can be very skillful at playing one parent against the other. The child senses whether Mother or



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Father will show more leniency and soft heartedness. If the parents are at odds in what they expect or demand, the child will go by the easiest set of regulations.

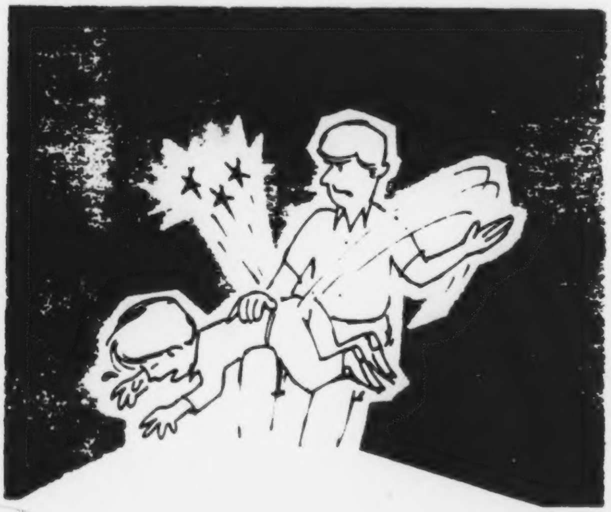
Practice What You Preach: *Consistency between command and example.* A proverb states, "Good example is half a sermon." An old story goes, "Children act like their parents no matter how hard the parents try to make them be good." An editorial in an Oregon newspaper in 1854 concluded, "The parent who would train a child in the way he should go, must go in the way he would train his child."

Values and beliefs generally are learned unwittingly and incidentally as a result of day-to-day interaction with other people. They are learned more by examples of what both parents and other adults set than by verbal instructions. The child is a great imitator, choosing as models those who are close and who appear the most powerful and important. In teaching good behavior, a parent must "practice what the parent preaches." The mother who screams at her child in an effort to get more quiet is not doing an effective job, nor is the one who spanks her child for hitting. A cartoon depicts a father paddling his son over his knee, shouting, "I hope this teaches you never to hit someone smaller than you."

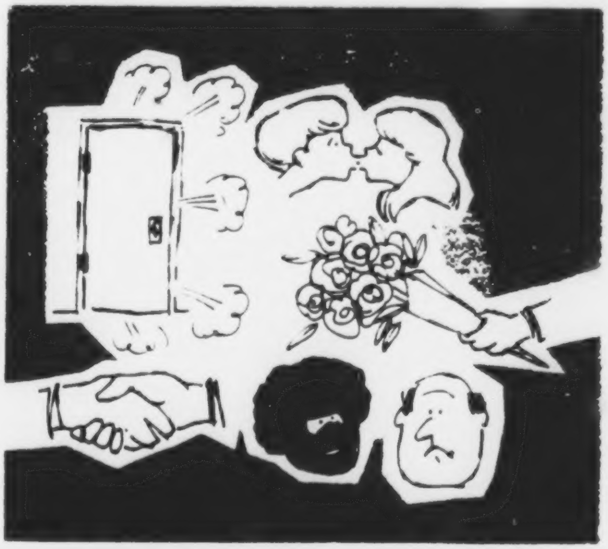
That old and commonly used phrase, "Do as I say, not as I do," is not an effective approach in teaching a child parental values. If there is a difference between what the child is told and what the parent is or does, the child will more likely do the latter than the former.

You Cannot NOT Communicate: *Consistency between verbal and nonverbal messages.* Everything a person does in relation to another has a message. A person cannot NOT communicate. Raising an eyebrow, frowning, bringing flowers or a gift, shaking hands, grumbling, slamming a door, holding someone's hand and kissing are examples to another person. Communication occurs at several levels, often simultaneously.

Frequently, there is a conflict of messages. Tommy was overheard saying to his mother, "Your mouth says you love me, but your eyes say you don't." The spoken word may say one thing, but behavior, gestures and responses may say something else. It appears that in discrepancies, noverbal communication wins out. That is, a speaker's facial expressions, tone of voice or nonverbal comunication has more effect than what a person actually says.



A child is amazingly sensitive to the attitudes of the parent. A child will sense a parent's true feelings because a parent sends nonverbal messages or cues that are perceived by the child, consciously or unconsciously. For example, a parent who has little conviction about a certain rule (perhaps one prescribed by the other parent) may not use a very emphatic tone of voice or may even accompany the verbal admonition with the trace of a smile or a twinkle in the eye.



Sometimes a parent expresses nonverbal disapproval for a behavior that the parent is verbally accepting. A parent whose inner attitude is one of irritation or anger cannot help but give subtle clues — perhaps a frown, a lifted eyebrow, a particular tone of voice, a certain posture or a tenseness of the facial muscles. Even very young children can pick up such cues.

Messages such as the above leave the child confused. The child is receiving "mixed messages" or contradictory cues — words that tell one thing but also nonverbal cues that tell the opposite. The child is in a double bind; it is impossible to obey one message without disobeying the other. What should the child do? It is frustrating and uncomfortable not to know which message to believe.

While no parent can or should expect to be always consistent, some level of consistency is necessary, if a child is to learn the lessons of social life and to feel secure while doing so.

This bulletin has dealt with discipline, reward and punishment, pointing out to the parent that neither reward nor punishment are effective parent training methods for raising a child. The best way for a parent to discipline and correct misbehavior and yet to develop a child that is self-sufficient, respectful of self and others is for the parent to employ the democratic approach to child rearing.

Resources:

1. Dinkmeyer and McKay. *Raising A Responsible Child.* New York: Simon & Schuster, 1973.

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PEP Points To Ponder

DISCIPLINE: DEVELOPS RESPONSIBILITY

1. Discipline is used to direct children in choosing constructive behavior patterns and in developing self-control and self-discipline.
2. Discipline implies a constructive viewpoint.
3. A parent should make suggestions in a positive manner and allow the tone of voice to do part of the job.
4. A parent's choice of words is very important to building a child's self-confidence.
5. Suggestion and directions to children should be kept to a minimum.
6. Misbehavior that is undesirable should be redirected.
7. Limits are important to the parent-child relationship.
8. Consistency is predictability, common front and being able to communicate this to the child.
9. Punishment is ineffective for parenting because—
   - — it is arbritary
   - — it is more often than not illogically related to the offense
   - — it creates resentment
   - — it tends to create character defects
10. The sounds of discipline are words that build feelings of independence and self worth. Use them generously.

Cooperative Extension Service—The Ohio State University

MY BLUEPRINT FOR IMPROVING MY PARENT-CHILD RELATIONSHIPS

1 In my parent-child relationship I am specifically concerned that:

2 My usual response to this specific parent-child relationship concern includes one or more of the following:

(Place a check mark beside the concern(s) you consider most unacceptable.)

____Talking, Lecturing
____Staring, Nagging
____Giving Orders, Commands

____Getting Angry
____Analyzing
____Punishing, Removing Privileges, Shaming

____Threatening, Yelling Warning
____Criticizing
____Other ________

3 I believe that, during the past week, in my own parent-child relationship I:

	More	Less	About the Same
Acted More Calmly			
Acted Instead of Reacted			
Listened			
Acted Firmly and Kindly			
Encouraged Rather than Discouraged			
Communicated Love and Mutual Respect			
Withdrew From Conflict That Didn't Involve Me			

	More	Less	About the Same
Used Natural and Logical Consequences			
Stimulated Independence			
Used Rational Thinking			
Stimulated Responsible Decision Making			
Enjoyed My Parent-Child Relationship			
Took Time For Myself			

4 The Atmosphere in our family has changed to one of:

	More	Less	About the Same
Friendliness			
Cooperation			
Mutual Respect			
Understanding			
Tension and Strife			
Involvement			

	More	Less	About the Same
Self-Discipline			
Planning and Working Together			
Fun With Family Members			
Distrust			
Confusion			

5 This week I learned:

6 I plan to change my parent-child behavior by:

To Think About and To Talk About—For Discussion

1. What is meant by discipline? How does discipline affect a child's feeling of self-worth?
2. What is the difference between discipline and punishment?
3. What effects can rewards and punishment have on children?
4. What are some serious disadvantages of rewards and punishment?
5. How does making suggestions in a positive manner help a child develop good feelings of self-worth?
6. What should a parent keep in mind when disciplining?
7. What is meant by consistency in discipline?

Exercise—Parent-Child Situation

In the following parent-child situations discipline is required to be given by the parent. As a parent how would you respond? Please write out what you would say and do.

Parent-Child Situations

1. Your two-year-old daughter has just run out in the street for the fifth time today.
2. Your son, age 10, has just spilled a glass of pop on the living room floor.
3. Your nine-year-old daugher has just come home from her girlfriend's house 20 minutes late.
4. You and your spouse are trying to describe what to do about Julie's misbehavior at school.
5. Your ten-year-old son was playing baseball with some friends when he hit the ball, breaking a neighbor's window.

At-Home Activity

After you have read Bulletin #8, "Discipline and Punishment: Is There A Difference?" find ways to use discipline in your parent-child relationship. In each situation, notice how you respond to the behavior changes in the child.

All educational programs and activities conducted by the Ohio Cooperative Extension Service are available to all potential clientele on a nondiscriminatory basis without regard to race, color, national origin, sex, or religious affiliation.

10/79—5M

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RESOURCES

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8. "Discipline: A Parent's Guide," The National PTA, National Congress of Parents and Teachers, Chicago, Illinois 60611-2571.
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14. Preparation for Active Parenting, South Western Publishing Company, Cincinnati, Ohio, 1988.
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17. "Rules for Making Rules That Work for You," William W. Wayson, Department of Educational Policy and Leadership, The Ohio State University, Columbus, Ohio, 1985.

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20. *Teenagers: The Continuing Challenge*, Shirley Gould, Hawthorn Books, Inc., 1977.

21. "What You Should Know About Disciplining Your Child," Channing L. Bete Company, Inc., South Deerfield, Massachusetts 01373, 1983.

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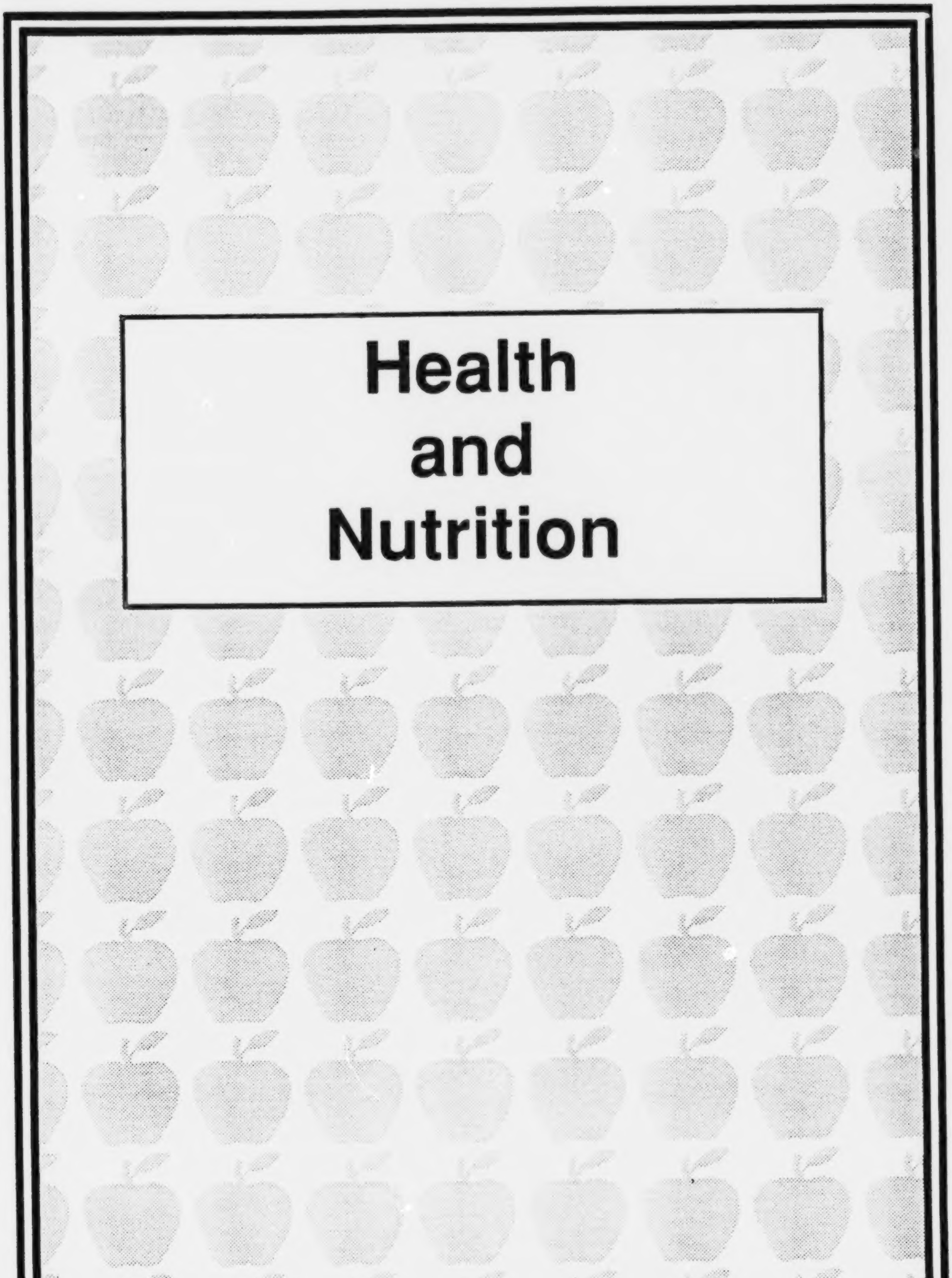

Health and Nutrition

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- Basic Food Groups
- Meal-Planning (chart)
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- Compute Your Nutrition Condition
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- "The ABC's of Smart Snacking"
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- Dairy and Nutrition Council - Mid East
- County Extension Office Locations
- "Guide to Good Eating" (in pocket of binder)

Basic Health Needs

- Key Concept
- Tips for Parents on Physical Fitness
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- Key Concept
- "What All Children Need"

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- Key Concept
- "Teens, Alcohol, and Drugs: What Parents Can Do"
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- What Is HIV Infection? And What is AIDS?
- Talking With Young People About HIV Infection and AIDS
- Common Questions, Accurate Answers
- Deciding What to Say to Younger Children (Late Elementary and Middle-School)
- Deciding What to Say to Teenagers (Junior and Senior High)

Safety

- Booklet on Missing Children

KEY CONCEPTS

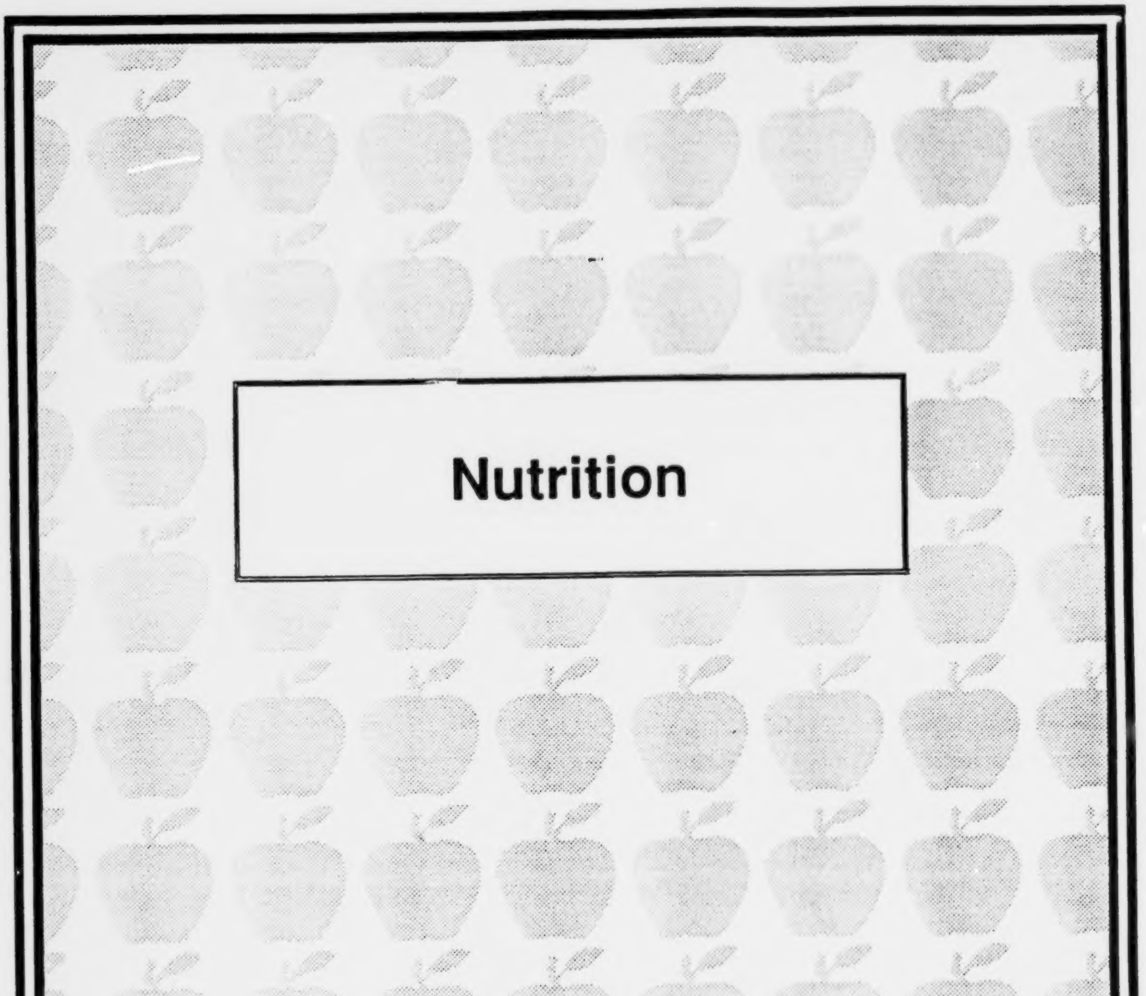
1. Good nutrition is necessary for the well-being and high quality of life of all people.

2. Along with good nutrition, basic health needs of children include adequate rest, daily exercise, cleanliness, and regular visits to the doctor and dentist.

3. Emotional and mental health are enhanced when children live in an environment of approval and learn to like themselves.

4. Alcohol and drug abuse are serious problems that affect families and young people of all ages.

5. Young people need to know about AIDS and the specific actions they can take to protect themselves and their loved ones from being infected.



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Safety

- Booklet on Missing Children

Key Concept:

Good nutrition is necessary for the well-being and high quality of life of all people.

Outcome Statement:

Parents will become aware of and practice good nutrition.

Introduction:

1. Nutrition is food, the way our body uses the food we eat, and more. (See "Guide to Good Health," in pocket of binder, and "Nutrition Is...")

2. Adults and children need to eat food in all four basic food groups each day. The basic four food groups are

   - Milk-Cheese
   - Meat
   - Fruit-Vegetable
   - Grain

3. Dietary guidelines for Americans are

   - Eat a variety of foods
   - Maintain a desirable weight
   - Avoid too much fat, saturated fat, and cholesterol
   - Eat foods with adequate starch and fiber
   - Avoid too much sugar
   - Avoid too much sodium

Activities:

1. Basic Four Food Groups

   Discuss what the basic four food groups are and what foods are included in each group. Discuss the number of servings required for adults, teenagers, and children. (See "Basic Food Groups.") Discuss the reasons why we need to have foods from all four groups each day.

2. Dietary Guidelines

   Discuss the "Dietary Guidelines for Americans." The guidelines are suggestions for Americans who are already healthy. Food alone cannot make you healthy. Good eating habits can help keep you healthy and improve your health.

3. Meal Planning

Using the meal-planning form included in this unit, have participants plan a week's menus. Share these menus. Have participants review each others' menus to be sure each day includes the recommended number of servings from the basic food groups. Offer to duplicate menus to share.

4. Breakfast

Emphasize the importance of eating breakfast and ways that this practice may affect a child's performance in school.

5. Ways to Cope With High Food Costs

Distribute copies of "Ways to Cope with High Food Costs." Ask participants to share any other ideas they have found helpful.

6. Food Diary

Have the participants keep track of all the food they consume for a day or more. Discuss whether they have fulfilled the basic four food-group requirements and where they need to make changes in what they consume.

7. Compute Your Nutrition Condition

Use the "Compute Your Nutrition Condition" worksheet from the American Dietetic Association and the American School Food Service Association. Have the participants circle the numbers and add up their score. From their total score, they can determine if "they're a winner, they're in the running," or "they should try harder."

8. Soul Food

Define "soul food." (See "Soul Food" for written definition.) Give the participants time to think about their soul food. Ask participants to share their soul food and its origin, if known. Then discuss the positive nutritional aspects of their personal choice of food.

9. Nutrition: A Family Affair (video available from the New Mexico Health and Environment Department)

View the video and discuss it. Observe the differences and similarities between the family groups.

10. Smart Snacking

Distribute "The ABC's of Smart Snacking." Discuss the importance of nutritious snacks. Share ideas for "smart snacks."

11. Eating Disorders

If parents of teens have questions or concerns about eating disorders, distribute copies of "Eating Disorders: Anorexia Nervosa and Bulimia." Questions for discussion include: What are eating disorders? Who is susceptible? What causes eating disorders? What are the results? How can eating disorders be prevented?

NUTRITION IS . . . . . .

NUTRITION IS . . . . . .

FOOD, FIRST OF ALL --
YET MUCH MORE,
IT IS THE SUM
OF ALL THE WAYS
OUR BODIES USE
THE FOOD WE EAT.

NUTRITION, SOME SAY,
IS A PROCESS,
A SCIENCE, A STATE,
A STUDY, A DISCIPLINE --
DEPENDING ON WHO
TRIES TO DEFINE IT.

NUTRITION IS
A COMPLEX MARVEL
OF LIFE - CHEMISTRY THAT
TRANSFERS FOOD FROM MEALS
(YES, SNACKS TOO)
INTO LIVING CELLS - INTO YOU.

NUTRITION, TOO, IS
PEOPLE AND MEANINGS --
OUR FOOD BELIEFS,
OUR CUSTOMS, TABOOS,
NOTIONS, FEARS,
MOLD WHAT OUR NUTRITION IS.

NUTRITION IS
BOUND TO LIFE --
TO HEALTH AND HOPE,
TO GROWTH AND HEALING,
TO HUNGER AND SUFFERING,
TO JOY AND VIGOR --
BUT ALWAYS, TO BEING ALIVE.

--ELEANOR MORRITT URENOS

DIETARY GUIDELINES FOR AMERICANS

I. EAT A VARIETY OF FOODS.

TO ASSURE YOURSELF AN ADEQUATE DIET

Eat a variety of foods daily in adequate amounts, including selections of

- Fruits
- Vegetables
- Whole-grain and enriched breads, cereals, and other products made from grains
- Milk, cheese, yogurt, and other products made from milk
- Meats, poultry, fish, eggs, and dry beans and peas

II. MAINTAIN DESIRABLE WEIGHT.

TO HELP CONTROL OVEREATING

- Eat slowly.
- Take smaller portions.
- Avoid "seconds."

TO LOSE WEIGHT

Eat a variety of foods that are low in calories and high in nutrients.

- Eat more fruits, vegetables, and whole grains.
- Eat less fat and fatty foods.
- Eat less sugar and fewer sweets.
- Drink fewer alcoholic beverages.

Increase your physical activity.

III. AVOID TOO MUCH FAT, SATURATED FAT, AND CHOLESTEROL.

- Choose lean meat, fish, poultry without skin, and dry beans and peas as protein sources.
- Use skim or low-fat milk and milk products.
- Moderate your use of egg yolks and organ meats.
- Limit your intake of fats and oils, especially those high in saturated fat, such as butter, cream, lard, heavily hydrogenated fats (some margarines, shortenings, and foods containing palm and coconut oils.
- Trim fat off meats.
- Broil, bake, or boil rather than fry.
- Moderate your use of foods that contain fat, such as breaded and deep-fried foods.
- Read labels carefully to determine both the amount and type of fat present in foods.

IV. EAT FOODS WITH ADEQUATE STARCH AND FIBER.

- Choose foods that are good sources of fiber and starch, such as whole-grain breads and cereals, fruits, vegetables, and dry beans and peas.
- Substitute starchy foods for those that have large amounts of fats and sugar.

V. AVOID TOO MUCH SUGAR.

- Use less of all sugars and fewer foods containing large amounts of sugars, including white sugar, brown sugar, raw sugar, honey, and syrups. Examples include soft drinks, candies, cakes, and cookies.
- Remember, how often you eat sugar and sugar-containing food is as important to the health of your teeth as how much sugar you eat. This realization will help you avoid eating sweets between meals.
- Read food labels for clues on sugar content. If the name sugar, sucrose, glucose, maltose, dextrose, lactose, fructose, or syrups appears first, then there is a large amount of sugar.
- Select fresh fruits or fruits processed without syrup or with light, rather than heavy, syrup.

VI. TO AVOID TOO MUCH SODIUM

- Learn to enjoy the flavor of unsalted foods.
- Cook without salt or with only small amounts of added salt.
- Try flavoring foods with herbs, spices, and lemon juice.
- Add little or no salt to food at the table.
- Limit your intake of salty foods, such as potato chips, pretzels, salted nuts and popcorn, condiments (soy sauce, steak sauce, garlic salt), pickled foods, cured meats, some cheeses, and some canned vegetables and soups.
- Read food labels carefully to determine the sodium content.
- Use lower sodium products, when available, to replace those you use that have higher sodium content.

Source: Adapted from Dietary Guidelines for Americans, Second Edition, 1985. U.S. Department of Agriculture and U.S. Department of Health and Human Services.

BASIC FOOD GROUPS

Foods included in each basic food group are listed below:

Milk Group

Milk
Cheeses
Yogurt
Ice cream
Ice milk

Meat Group

Meat (beef, veal, pork, lamb and wild game)
Fish and shellfish
Poultry
Eggs
Legumes such as dry beans, peas, lentils, and peanuts
Nuts

Fruit-Vegetable Group

All fresh, canned, frozen and dried fruits and vegetables except dried beans and peas

Grain Group

Grains (barley, buckwheat, corn, oats, rice, rye, and wheat) and products made from them (bread, breakfast cereals, grits, noodles, pasta)

NUMBER OF SERVINGS

FOOD GROUP	Child	Teenager	Adult	Pregnant Woman	Breast-Feeding Woman
Milk-Cheese	3	4	2	3	4
Meat-Protein	2	2	2	4	2
Fruit-Vegetable	4	4	4	4	4
Bread-Cereal	4	4	4	4	4

MEAL PLANNING

Your Menu	Food Groups			
	Milk	Meat	Bread & Cereals	Fruits & Vegetables
Breakfast:				
Lunch:				
Dinner:				
Snack:				
Total				

WAYS TO COPE WITH HIGH FOOD COSTS

Before going to the store...

SET a food budget and try to stick to it.

PLAN your meals around the basic four food groups.

MAKE a shopping list and stick to it.

READ the newspaper for specials of the week - build your menus around them.

USE coupons only for items you need - don't buy something just because it's on sale.

BUY nonfood items at discount stores - they may be less expensive.

USE high protein foods that are less expensive than meat, such as eggs, cheese, dried peas and beans.

MAKE your meat go further by putting it in casseroles, soups, and stews.

REFUSE to buy expensive snack and convenience foods.

SHOP at a warehouse or wholesale food store, if close by.

At the store...

NEVER shop when you are hungry.

TRY to shop alone.

TRY store name and no-name brand products.

COMPARE unit prices or cost per ounce listed on store shelves.

READ nutrition labeling.

BUY fresh foods in season.

BUY whole chickens and cut up yourself - you'll save about ten cents per pound.

SAVE $$$ by doing your own grating, slicing, cutting, and seasoning.

USE nonfat dry milk - it's less expensive than whole milk and it's good drink and to use in recipes.

PURCHASE fruit and vegetable juices - they are more nutritious than over-priced sodas and fruit drinks high in sugar.

After the store...

STORE foods properly to avoid waste.

WRAP foods to keep them fresh.

KNOW how long foods will keep and use them before they spoil.

FREEZE leftovers to use later for reheating or in soups.

FREEZE foods in portion sizes that can be used without waste.

CARRY lunch to work or whenever you'll be out at lunchtime - eating in restaurants can be expensive.

SOME WAYS TO SPEND YOUR $$$ WISELY USING THE BASIC FOUR FOOD GROUPS...

FOOD GROUPS	NUMBER OF SERVINGS				
	Child	Teenage	Adult	Pregnant Woman	Breast-feeding Woman
Meat and Protein	2	2	2	4	4
Milk and Cheese	3	4	2	3	2
Fruits and Vegetables	4	4	4	4	4
Breads and Cereals	4	4	4	4	4

Meat and Protein Foods

Good Buys	Poor Buys
Dried peas, beans, and lentils	Lunch meats
Liver, heart, kidney	Bologna
Eggs	Hot dogs
Whole chicken or turkey	Bacon
Fish	Sausage

Milk and Cheese

Good Buys	Poor Buys
Nonfat dry milk	Imitation creamer
Skim or 2% milk	Cheese spreads
Hard cheese - like Cheddar or Swiss	Cheese spreads
Plain yogurt- may add your fruit	Cheese foods
Cottage cheese	

WAYS TO COPE WITH HIGH FOOD COSTS (continued)

Fruits and Vegetables

Good Buys

Fresh fruits and vegetables in season
Dark green, leafy, and deep yellow vegetables for vitamin A
Dark green, leafy vegetables for iron
Citrus fruits and juices for vitamin C
Fruits canned in own juice or light syrup

Poor Buys

Fruit drinks - artificially flavored and colored
Fruits canned in heavy syrup
Frozen vegetables in special sauces

Breads and Cereals

Good Buys

Whole grains - like wheat bread or oatmeal
Cereals with little or no sugar added
Products made with enriched flour

Poor Buys

Presweetened cereals
Sweet rolls and pastries

Source: Nutrition Division. Ohio Department of Health

COMPUTE YOUR NUTRITION CONDITION

Do you...	Rarely	Sometimes	Often
Participate in regular physical activity	1	3	5
Choose foods from the milk group	1	3	5
Eat breakfast	1	3	5
Drink carbonated beverages	5	3	1
Eat raw fruits and vegetables	1	3	5
Use foot power instead of horsepower	1	3	5
Eat candy	5	3	1
Salt your food	5	3	1
Choose whole-grain cereal or bread	1	3	5
Maintain ideal weight	1	3	5
Eat fried foods	5	3	1
Skip meals	5	3	1
Try new sports	1	3	5
Binge/overeat	5	3	1
Avoid unfamiliar foods	5	3	1
Drink water	1	3	5
Eat processed snack foods	5	3	1
Try fad diets	5	3	1
Eat a variety of protein foods	1	3	5
Get adequate sleep	1	3	5

Score:

80 or above __________ you're a winner

70-80 __________ you're in the running

below 70 __________ try harder

Source: The American Dietetic Association
The American School Food Service Association

SOUL FOOD

I. Values clarification activities help

   A. Each of us understand why we value different foods
   B. Others see what foods we value
   C. Each of us recognize that others' values are different from our own
   D. Each of us respect others' rights to value different foods
   E. Each of us know we have the right not to share in public

II. Soul Food

   A. Black people coined the phrase "soul food," but all people have "soul food."
   B. Each of us has a food that

      1. Gives a warm, tender feeling
      2. Is not commonly shared outside the family
      3. Originated within the family or so far back that its origin is unknown
      4. Was learned in early life
      5. Is associated with a tradition or a season
      6. Is so well liked and touches such a tender spot that it may be hard to stop with one serving

III. The advantages of identifying "soul food" in nutrition education are that individuals can feel free to

   A. Continue to use soul food as cornerstones of the diet
   B. Add foods that are needed to obtain nutrients
   C. Build interest in learning additional foods for

      1. Variety (greater chance of obtaining needed nutrients)
      2. Convenience of eating foods away from home to develop greater sense of social freedom

   D. Take pride in soul foods by

      1. Telling others
      2. Sharing with others
      3. Feeling good about their uniqueness

Source: Nutrition Education and Training Program, Ohio Department of Education.

Nutritious Snacks Help Meet Daily Food Needs

Snacks are important because they help
  Provide nutrients for growth
  Provide between meal energy
  Develop good eating habits early in life
Choose healthy snacks from the Basic 4 Food Groups.
Limit the amounts and types of sweets - these provide mostly calories but little nutritional value.

Points to Remember!

- Snacks should be served at least 1½ - 2 hours before a meal so as not to spoil mealtime appetites.
- Keep snack portions small - they are not meant to take the place of a meal.
- Snacks do not have to be "special foods". It's the right choice of food that is important.
- Sweet sticky snacks between meals can cause tooth decay.

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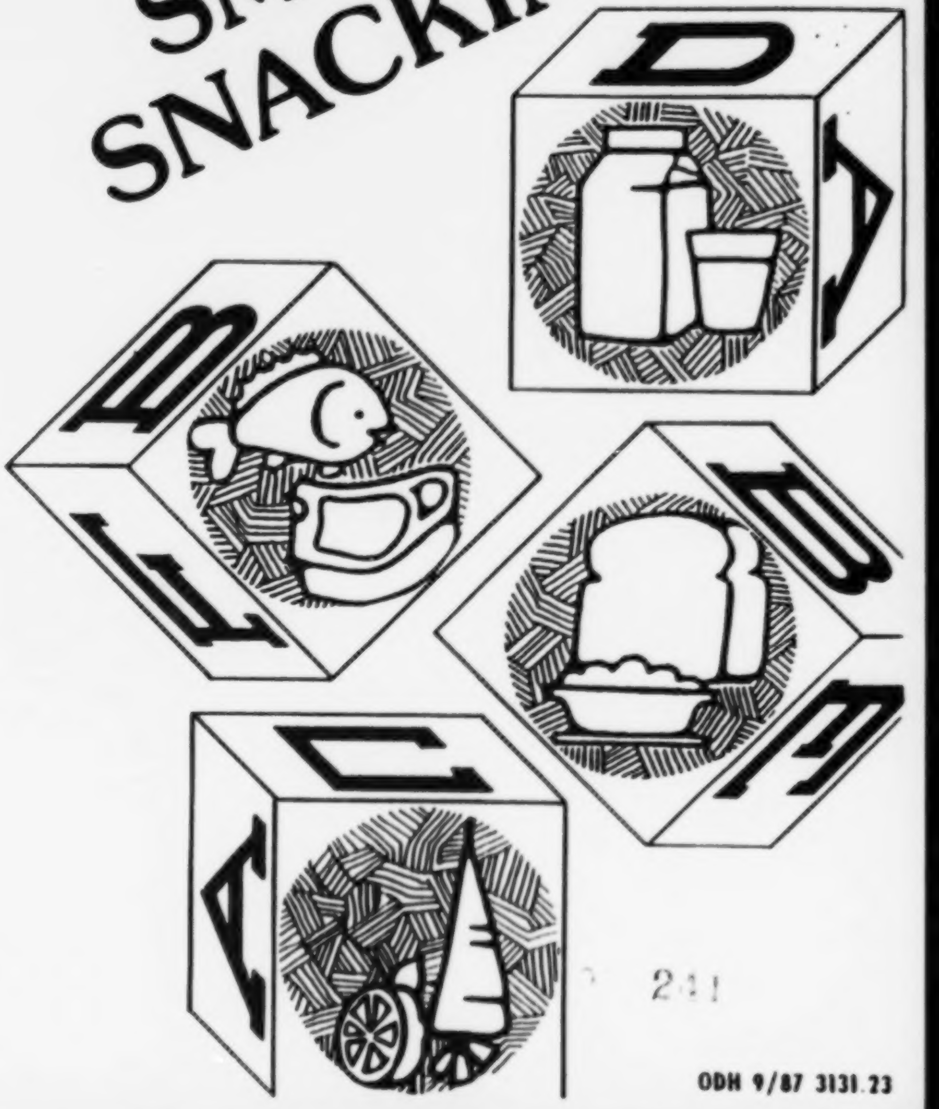
DEPARTMENT OF HEALTH
STATE OF OHIO

At the heart of it all -
a healthier Ohio.

RICHARD F. CELESTE
Governor

RONALD L. FLETCHER, M.D.
Director of Health

The ABC's of SMART SNACKING



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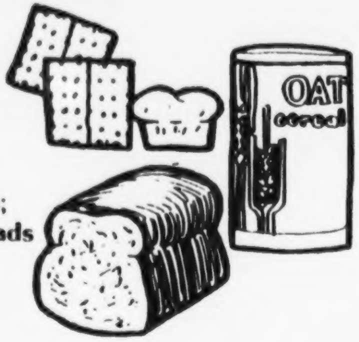
Choose Snacks for the Nutrients They Give

B Vitamins & Fiber

- Whole grain breads, toast, unsweetened cereal
- Biscuits, muffins, bagels
- Tortillas, rice cakes, crackers
- Peanut butter or oatmeal cookies; banana, pumpkin or zucchini breads
- Popcorn, cereal mix (i.e. Chex®)



Calcium

Milk
Cheese
Ice Cream
Pudding
Yogurt

VITAMIN
D
MILK
Yogurt

Peanut
Butter

Protein

Meats
Poultry
Eggs
Tuna Fish
Cottage Cheese
Peanut Butter

Vitamin A/Vitamin C

Fruits — (fresh or canned in lite syrup) apricots, berries, grapefruit, melons, nectarines, oranges peaches, pineapple, plums, tangerines

Raw vegetables — broccoli tops, cabbage wedges, carrot sticks, cauliflower, green pepper strips, tomatoes

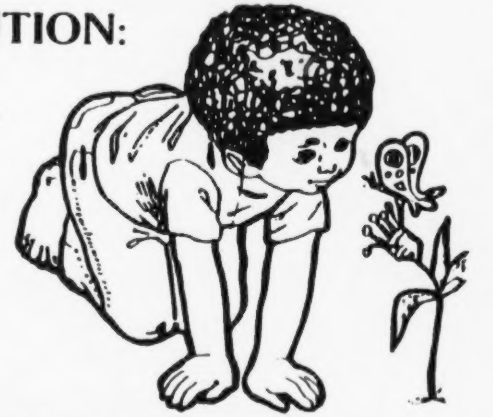
These fruits and vegetables are not high in Vitamin A and/or C but are still nutritious snack choices:

- Apples, bananas, cherries, grapes, pears
- Celery sticks, cucumber slices, lettuce wedges, mushrooms, radishes, turnip strips, zucchini strips

A NOTE OF CAUTION:

The following foods may cause children under age 3 to choke and should not be served to them:

- Round pieces of celery, carrots, meat, hot dogs
- Cheese cubes
- Peanut butter on a spoon
- Cherries, grapes, raisins
- Nuts, seeds, popcorn



Combos for the hearty appetite:

- Small sandwiches (egg salad, tuna salad, leftover meat)
- Cheese and crackers
- Cereal with milk
- Fruit kabobs; meat, cheese kabobs
- Sliced apple with peanut butter
- Celery stuffed with peanut butter or cheese
- Milkshake

PROJECT Food AND FITNESS

EATING DISORDERS:
Anorexia Nervosa and Bulimia

Prepared by Bonny W. Chirayeth, MS, RD, County Extension Agent, Food and Nutrition and EFNEP, Cuyahoga County Cooperative Extension Service.

OCES Ohio Cooperative Extension Service
The Ohio State University

What are eating disorders?

Eating disorders are abnormal and obsessive eating behaviors that have a goal of excessive thinness. If eating disorders are not treated, they can lead to illness and even death.

What is anorexia nervosa?

Anorexia nervosa is an illness in which patients voluntarily starve themselves. They may think about food constantly and be very hungry, but they do not eat. Anorexics usually have a distorted idea of how they look. Even when they are very thin, they still think they are fat.

What is bulimia?

Like anorexia nervosa, bulimia involves almost constant thinking about food. However, bulimics "binge and purge." That is, they eat very large amounts of food, and then vomit or purge the food by using laxatives or enemas.

How are bulimia and anorexia nervosa similar?

Both illnesses involve obsessive thoughts about food and a desire to be thin.

How are they different?

Bulimics and anorexics have nearly opposite characteristics in many ways.

- Bulimics are often normal in weight; anorexics lose a great deal of weight.
- Bulimics are likely to be extroverts; anorexics are more likely to be introverts.
- Bulimics "lose control" around food; anorexics rigidly control their food intake.
- Bulimics recognize that their behavior is abnormal; anorexics usually deny that anything is wrong.
- Bulimics handle stress by eating; anorexics do so by denying themselves food.

Who is susceptible to eating disorders?

Many more women than men suffer from eating disorders. Usually they are between the ages of 12 and 30 years. Athletes also are vulnerable—especially those in "weight-regulated" activities, such as wrestling, ballet, gymnastics or figure skating.

What causes eating disorders?

Some causes are psychological:

- Poor self-esteem.
- Unrealistic expectations for one's self.
- A need for control.
- A need for acceptance and approval.
- Perfectionism.

Other causes are undoubtedly rooted in society:

- The increased emphasis on thinness as a standard of beauty.
- The way roles and expectations of women are changing.

One common cause is constant dieting. The more severe the restriction in a diet, the more

All educational programs and activities conducted by the Ohio Cooperative Extension Service are available to all potential clientele on a nondiscriminatory basis without regard to race, color, national origin, sex, handicap or religious affiliation.

likely the loss of control, preoccupation with food and unusual food behaviors.

What are the results of eating disorders?

People with eating disorders can suffer severe effects. Among anorexics, muscles as well as fat waste away. Female victims may experience loss of menstrual periods and bone thinning and other serious changes. Bulimics can have problems with digestion, liver damage, erosion of the tooth enamel, and dangerous fluid and electrolyte imbalances. Wasting away is the most common cause of death for anorexics.

How can eating disorders be prevented?

Young people must be more self-accepting. Social pressure to be thin plays a big role in causing eating disorders. We all should develop a tolerance and acceptance of a variety of body types. We all can be loved and accepted as we are.

ACTIVITY

Think about the way you think about food ...

- Do you ever eat in binges?
- Do you feel out of control while eating?
- Do you feel guilty, disgusted and depressed after you eat?
- Do you think about food almost all of the time?
- Do you ever eat until you feel sick?
- Do you feel your eating pattern is abnormal?

If you answer yes to several or more of these questions, you may be overly concerned or preoccupied with food.

How can you help a friend who might have an eating disorder?

You should realize that eating disorders require medical and psychiatric help. Your friend may not admit to the problem. In fact, your friend may even become unfriendly. But it's important to stand by your friend. Talking to your friend's parents may help.

Where can you learn more about eating disorders?

National Anorexic Aid Society, Inc. (NAAS)
550 South Cleveland Avenue, Suite F
Westerville, Ohio 43081
(614) 895-2009

National Association of Anorexia Nervosa and Associated Disorders
Box 271
Highland Park, Illinois 60035
(312) 831-3438

Anorexia Nervosa and Related Eating Disorders, Inc. (ANRED)
P.O. Box 5102
Eugene, Oregon 97405
(503) 344-1144

American Anorexia Nervosa/Bulimia Association, Inc. (AA/BA)
33 Cedar Lane
Teaneck, New Jersey 07666
(201) 836-1800

Bulimia. Janice M. Cauwels. 1983. Doubleday, New York, New York.

Bulimarexia: The Binge/Purge Cycle. Marlene B. and William White. 1983. Norton, New York, New York.

The Slender Balance. Susan Square. 1983. Putnam's, New York, New York.

The Golden Cage: The Enigma of Anorexia Nervosa. Hilde Bruch. 1977. Harvard University Press, Cambridge, Massachusetts.

Ohio Cooperative Extension Service
The Ohio State University

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RESOURCES

County Cooperative Extension Offices

Home economics programs are offered in Ohio's 88 counties. Contact your Ohio Cooperative Extension Service office for local details. See the list in this section for the address and phone number of each county office.

Dairy and Nutrition Council - Mid East

This organization provides nutrition education materials, nutrition information and consultation, and workshops. See the list in this section for the office nearest you.

Food and Nutrition Information Center
National Agricultural Library, Room 304
Beltsville, Maryland 20705
(301) 344-3719

National Health Information Clearinghouse
(800) 336-4797

This organization provides nutrition information.

Ohio Department of Health
Division of Nutrition
P.O. Box 118, 246 North High Street
Columbus, Ohio 43266-0118

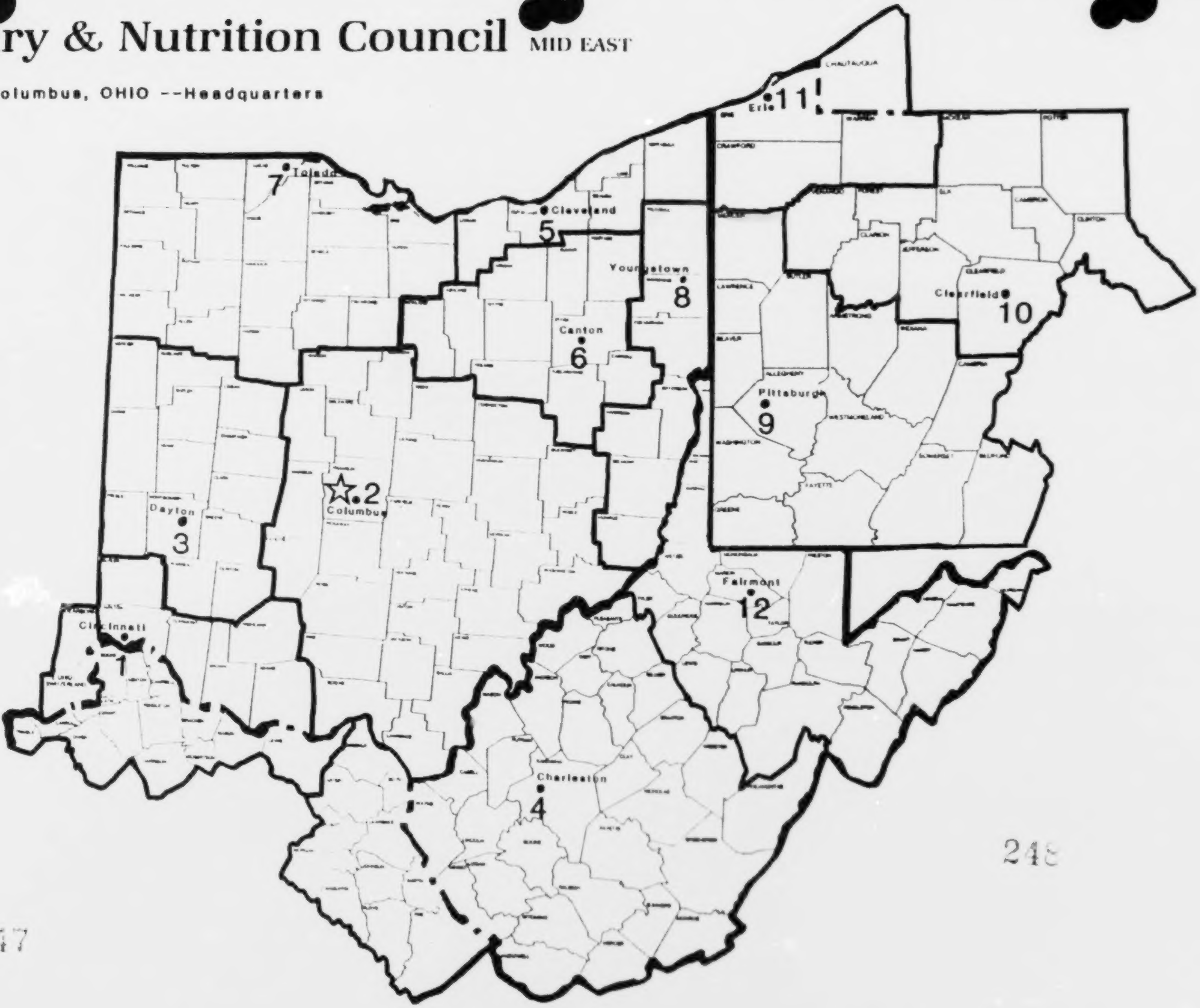
U.S. Department of Agriculture
Consumer Information
Public Document Distribution Center
Pueblo, Colorado 81009

A catalog of the U.S. Department of Agriculture publications is available from the Superintendent of Documents, Stock No. 001-003-0003-5.

U.S. Department of Health and Human Services
Public Health Service
National Institute of Health
9000 Rockville Pike
Bethesda, Maryland 20014

Dairy & Nutrition Council MID EAST

☆ Columbus, OHIO --Headquarters


Erie 11
Toledo 7
Cleveland 5
Youngstown 8
Canton 6
Clearfield 10
Pittsburgh 9
☆ 2 Columbus
Dayton 3
Fairmont 12
Cincinnati 1
Charleston 4

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Dairy & Nutrition Council MID EAST

SOUTHERN DIVISION

*1. Dairy & Nutrition Council
801 W. 8th St., Suite 220
Cincinnati, OH 45203-1601
(513) 651-3636

**2. Dairy & Nutrition Council
3592 Corporate Dr., #114
Columbus, OH 43231
(614) 890-1800

3. Dairy and Nutrition Council
2621 Dryden Rd., #106
Dayton, OH 45439-1661
(513) 293-1833

4. Dairy and Nutrition Council
809 Peoples Bldg.
Charleston, WV 25301-2131
(304) 346-5908

NORTHERN DIVISION

*5. Dairy & Nutrition Council
5811Canal Road
Cleveland, OH 44125-3430
(216) 447-1012

6. Dairy & Nutrition Council
100 30th St. N.W., #108
Canton, OH 44709
(216) 492-6248

7. Dairy & Nutrition Council
1614 S. Byrne Rd., #N
Toledo, OH 43614-3471
(419) 382-5629

8. Dairy & Nutrition Council
PO Box 11138
Youngstown, OH 44511
(216) 792-3222

EASTERN DIVISION

*9. Dairy & Nutrition Council
9370 McKnight Rd., #306
Pittsburgh, PA 15237-5948
(412) 367-9120

10. Dairy & Nutrition Council
624 Indian Road
Clearfield, PA 16830
(814) 765-3711

11. Dairy & Nutrition Council
1545 W. 38th St., #11
Erie, PA 16508-2325
(814) 868-8547

12. Dairy & Nutrition Council
18 Pheasant Drive
Fairmont, WV 26554-1247
(304) 363-7778

* Division Offices
** Mid East Headquarters

WHO ARE WE?

We are a non-profit, nutrition education organization dedicated to improving the nutritional status of the community through our programs. We employ Home Economists and Registered Dietitians as Nutrition Education Consultants. We are supported by our local dairy industry.

WITH WHOM DO WE WORK?

EDUCATORS — Teachers, Administrators, School Nurses, Librarians, School Food Service Staff, Professors, College and University students.

HEALTH PROFESSIONALS — Physicians, Medical Assistants, Nurses, Dentists, Dental Hygientists, Dietitians, Health Department and Agency Staff.

CONSUMER LEADERS — Extension, Youth and Adult Leaders, Mass Media.

WHAT CAN WE DO FOR YOU?

Provide nutrition education materials, nutrition information and consultation, media releases and programs, films and loan projects available through local medi[illegible]rs. Workshops and consultations are available free of c[illegible] There is a nominal charge for materials. Many material[illegible]vailable for free or disco[illegible]ed prices to workshop participants.

COUNTY EXTENSION OFFICE LOCATIONS

Home Economics programs are offered in Ohio's 88 counties. Contact your Ohio Cooperative Extension Service office for local details.

Adams County Extension
Court House
West Union, OH 45693
513-544-2339

Allen County Extension
219 W. Northern Avenue
Lima, OH 45801
419-222-9946

Ashland County Extension
110 Cottage Street
Ashland, OH 44805
419-289-0000

Ashtabula County Extension
Extension Building
Jefferson, OH 44047
216-576-9008

Athens County Extension
280 W. Union Street
Athens, OH 45701
614-593-8555

Auglaize County Extension
Court House
Wapakoneta, OH 45895
419-738-2219

Belmont County Extension
410 Fox Shannon Place
St. Clairsville, OH 43950
614-695-1455

Brown County Extension
Adm. Bldg. Fairgrounds
Georgetown, OH 45121
513-378-6716

Butler County Extension
1810 Princeton Road
P.O. Box 958
Hamilton, OH 45012
513-867-5925

Carroll County Extension
Court House
Carrollton, OH 44615
216-627-4310

Champaign County Extension
647 Bodey Circle
Urbana, OH 43078
513-652-2204

Clark County Extension
1161 Bechtle Avenue
Springfield, OH 45504
513-324-5791

Clermont County Extension
76 S. Riverside Drive
Batavia, OH 45103
513-732-7195

Clinton County Extension
19 S. South Street
P.O. Box 151
Wilmington, OH 45177
513-382-0901

Columbiana County Extension
116 Nelson
Lisbon, OH 44432
216-424-7291

Coshocton County Extension
724 S. 7th Street
Coshocton, OH 43812
614-622-2265

Crawford County Extension
Court House
Bucyrus, OH 44820
419-562-8731

Cuyahoga County Extension
3200 W. 65th Street
Cleveland, OH 44102
216-631-1890

Darke County Extension
700 Wayne Street
Greenville, OH 45331
513-548-5215

Defiance County Extension
197-A Island Parkway
Defiance, OH 43512
419-782-4771

Delaware County Extension
110 N. Franklin Street
Delaware, OH 43015
614-369-8761

Erie County Extension
2902 Columbus Avenue
Sandusky, OH 44870
419-627-7631

Fairfield County Extension
1587 Granville Pike
Lancaster, OH 43130
614-653-5419

Fayette County Extension
1225 US Rt. 22 SW
Washington CH, OH 43160
614-335-1150

Franklin County Extension
1945 Frebis Avenue
Columbus, OH 43206
614-443-6200

Fulton County Extension
135 Court House Plaza
Wauseon, OH 43567
419-337-9210

Gallia County Extension
1502 Eastern Avenue
Gallipolis, OH 45631
614-446-7007

Geauga County Extension
14269 Claridon-Troy
P.O. Box 387
Burton, OH 44021
216-834-4656

Greene County Extension
100 Fairgrounds Road
P.O. Box 38
513-372-9971
Xenia, OH 45385

Guernsey County Extension
County Admin. Bldg.
836 Steubenville Avenue
Cambridge, OH 43725
614-432-2959

Hamilton County Extension
11100 Winton Road
Cincinnati, OH 45218-1199
513-825-6000

Hancock County Extension
7708 CR 140
Findlay, OH 45840
419-422-3851

Hardin County Extension
Court House
Kenton, OH 43326
419-675-6262

Harrison County Extension
Court House
Cadiz, OH 43907
614-942-8823

Henry County Extension
Court House
P.O. Box 309
Napoleon, OH 43545
419-592-0806

Highland County Extension
119 Gov. Foraker Pl.
Hillsboro, OH 45133
513-393-1918

Hocking County Extension
150 N. Homer Avenue
Logan, OH 43138
614-385-3222

Holmes County Extension
102 N. Washington Street
Millersburg, OH 44654
216-674-3015

Huron County Extension
180 Milan Avenue
Norwalk, OH 44857
419-668-8219

Jackson County Extension
372 Portsmouth Street
Jackson, OH 45640
614-286-5044

Jefferson County Extension
814 Adams Street
Steubenville, OH 43952
614-283-3757

Knox County Extension
999 Harcourt Road
P.O. Box 1268
Mt. Vernon, OH 43050-8268
614-397-0401

Lake County Extension
99 E. Erie Street
Painesville, OH 44077
216-357-2582

Lawrence County Extension
Court House
Ironton, OH 45638
614-533-4322

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Licking County Extension
743 E. Main Street
Newark, OH 43055
614-345-6631

Logan County Extension
Memorial Hall
Bellefontaine, OH 43311
513-599-4227

Lorain County Extension
1575 Lowell Street
Elyria, OH 44035
216-329-5350

Lucas County Extension
One Government Center, Room 550
Toledo, OH 43604
419-245-4254

Madison County Extension
217 Elm Street
P.O. Box 230
London, OH 43140
614-852-0975

Mahoning County Extension
490 S. Broad Street
P.O. Box 248
Canfield, OH 44406
216-533-5578

Marion County Extension
1100 E. Center Street
Marion, OH 43302
614-387-2260

Medina County Extension
144 N. Broadway
Medina, OH 44256
216-725-4911

Meigs County Extension
Mulberry Heights
P.O. Box 32
Pomeroy, OH 45769
614-992-6696

Mercer County Extension
321 Riley Street
Celina, OH 45822
419-586-2179

Miami County Extension
201 W. Main Street
Troy, OH 45373
513-332-6841

Monroe County Extension
Court House
Woodsfield, OH 43793
614-472-0810

Montgomery County Extension
1001 S. Main Street
Dayton, OH 45409
513-224-9654

Morgan County Extension
6A W. Main Street
P.O. Box 179
McConnelsville, OH 43756
614-962-4854

Morrow County Extension
3272 SR 95 West
Mt. Gilead, OH 43338
419-947-1070

Muskingum County Extension
225 Underwood Street
Suite 600
Zanesville, OH 43701
614-454-0144

Noble County Extension
Court House
Caldwell, OH 43724
614-732-5681

Ottawa County Extension
Federal Building
P.O. Box 27
Oak Harbor, OH 43449
419-898-1618

Paulding County Extension
P.O. Box 87
Paulding, OH 45879
419-399-8225

Perry County Extension
104 S. Columbus
P.O. Box 279
Somerset, OH 43783
614-743-1602

Pickaway County Extension
8040 U.S.R. 22 East
Circleville, OH 43113
614-474-7534

Pike County Extension
120 S. Market Street
Waverly, OH 45690
614-947-2121

Portage County Extension
6970 SR 88
Ravenna, OH 44266
216-296-6432

Preble County Extension
119 S. Barron Street
Eaton, OH 45320
513-456-8174

Putnam County Extension
219 S. Oak Street
Ottawa, OH 45875
419-523-6294

Richland County Extension
1512 Ashland Road
Mansfield, OH 44905
419-589-2919

Ross County Extension
78 W. Main Street
Chillicothe, OH 45601
614-775-3200

Sandusky County Extension
2000 Countryside Drive
Fremont, OH 43420
419-334-6340

Scioto County Extension
602 Seventh Street
Court House
Portsmouth, OH 45662
614-353-5111

Seneca County Extension
155 1/2 E. Perry
Tiffin, OH 44883
419-447-9722

Shelby County Extension
129 E. Court Street
Sidney, OH 45365
513-498-7239

Stark County Extension
217 Fourth Street NE
Canton, OH 44702
216-489-4488

Summit County Extension
175 S. Main Street
211 Ohio Building
Akron, OH 44308
216-379-2774

Trumbull County Extension
303 Mahoning NW
Warren, OH 44483
216-394-9246

Tuscarawas County Extension
Route 2
P.O. Box 2155
New Philadelphia, OH 44663
216-364-8811

Union County Extension
246 W. Fifth Street
Marysville, OH 43040
513-644-8117

Van Wert County Extension
1055 S. Washington
Van Wert, OH 45891
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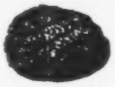
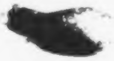
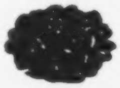
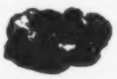
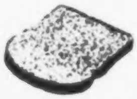
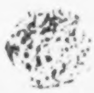
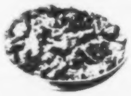
GUIDE TO GOOD EATING

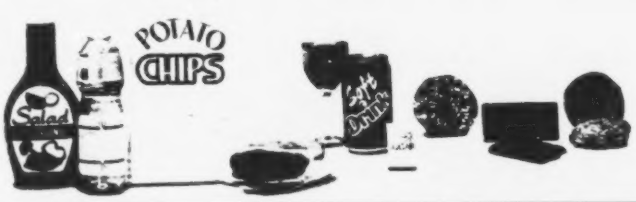
Anyone can eat for good health.
Just follow these 2 simple steps:

1. ***Eat foods from all Five Food Groups every day.*** Each food group provides you with different nutrients.
2. ***Eat different foods from each food group every day.*** Some foods in a food group are better sources of a nutrient than others. By eating several foods from each food group, you increase your chance of getting all the nutrients you need.

Every day eat:	***Suggested Serving Sizes***				
MILK *Group for calcium* ***2-4 servings****	 Milk 1 cup	 Yogurt 1 cup	Cheese 1½ – 2 oz	 Cottage cheese ½ cup	 Ice cream, ice milk, frozen yogurt ½ cup
MEAT *Group for iron* ***2-3 servings***	 Cooked, lean meat 2-3 oz	 Cooked, lean poultry, fish 2-3 oz	Egg 1	 Peanut butter 2 tbsp	 Cooked, dried peas, dried beans ½ cup
VEGETABLE *Group for vitamin A* ***3-5 servings***	 Juice ¾ cup	 Raw vegetable ½ cup	 Raw leafy vegetable 1 cup	 Cooked vegetable ½ cup	 Potato 1 medium
FRUIT *Group for vitamin C* ***2-4 servings***	Juice ¾ cup	 Raw, canned, or cooked fruit ½ cup	 Apple, banana, orange, pear 1 medium	 Grapefruit ½	 Cantaloupe ¼
GRAIN *Group for fiber* ***6-11 servings***	 Bread 1 slice	 English muffin, hamburger bun ½	 Ready-to-eat cereal 1 oz	 Pasta, rice, grits, cooked cereal ½ cup	 Tortilla, roll, muffin 1

Some foods don't have enough nutrients to fit in any of the Five Food Groups. These foods are called "Others." These foods are okay to eat in moderation. They should not replace foods from the Five Food Groups.

"OTHERS" *Category*



Fats and oils, sweets, salty snacks, alcohol, other beverages, and condiments

*USDA recommends 2-3 servings of Milk Group foods. Four servings are recommended on the Guide to Good Eating for teens, adults under 25 years of age, and pregnant and lactating women due to their higher needs for calcium.

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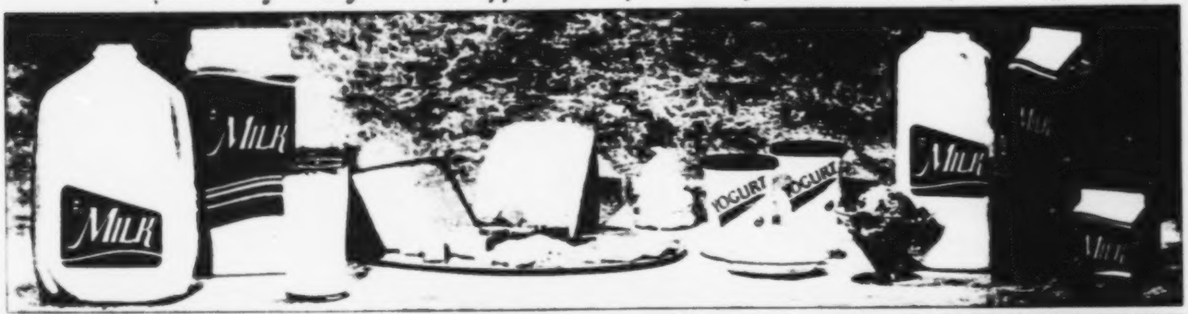
REVIEWED FAVORABLY BY THE AMERICAN ACADEMY OF FAMILY PHYSICIANS FOUNDATION

GUIDE TO GOOD EATING

Every day eat different foods from each food group.

MILK
Group
*2-4 servings**

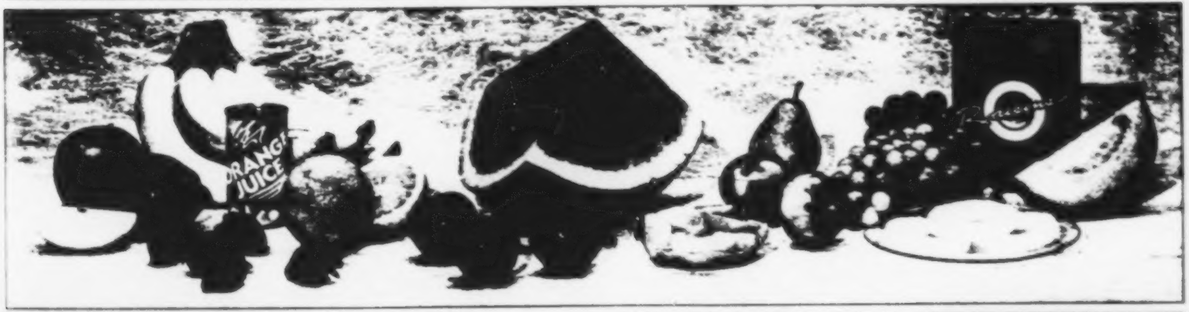

MILK
MILK
YOGURT
YOGURT
MILK

MEAT
Group
2-3 servings

BAKED BEANS
Kidney Beans
Peanut Butter
TUNA

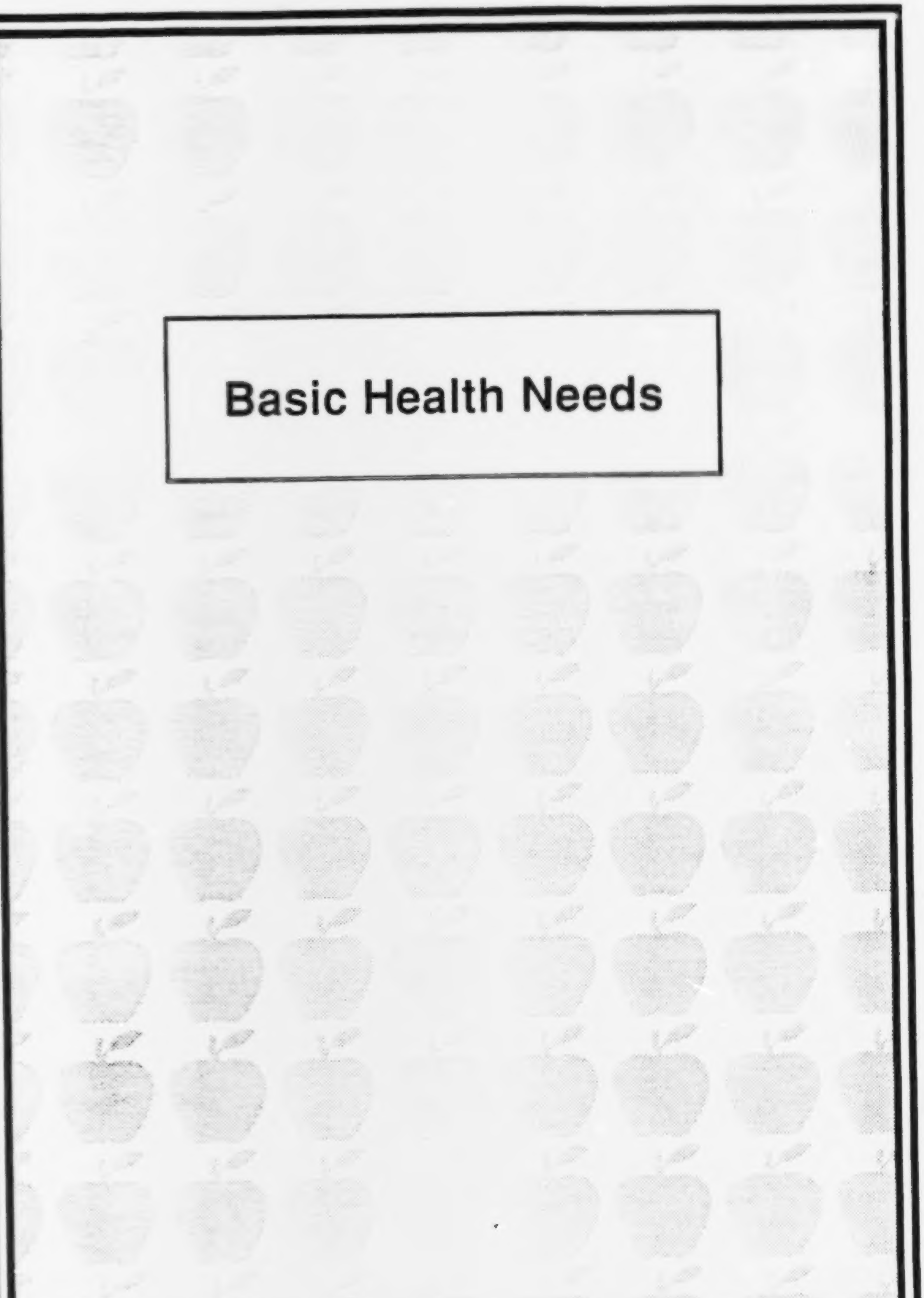
VEGETABLE
Group
3-5 servings

FRUIT
Group
2-4 servings


ORANGE JUICE

GRAIN
Group
6-11 servings

The Guide to Good Eating can be used in conjunction with the Daily Food Guide Pyramid



Basic Health Needs

Key Concept:

Along with good nutrition, basic health needs of children include adequate rest, daily exercise, cleanliness, and regular visits to the doctor and dentist.

TIPS FOR PARENTS ON PHYSICAL FITNESS

Expose your children to a variety of sports and activities - team sports, such as soccer or baseball; individual sports, such as swimming or gymnastics; and activities such as hiking or aerobic dancing. Often children are not active because they haven't found a sport or activity that interests them.

Teach your children that winning is nice, but not necessary. If they like a sport, they will continue playing whether or not they win. Encourage noncompetitive activities, such as biking, walking, or yoga.

Encourage your children to participate in aerobic exercise. Preteens and teens need 15-30 minutes of continuous aerobic activity daily. Aerobics exercise the muscles, condition and strengthen the heart, and stimulate deep breathing. Aerobic exercise is vital for building a healthy body.

Make physical activity a part of your family routine. Walk after dinner with the whole family. Leave the dishes for later - family health and togetherness is more important! Plan hiking trips in parks or go biking together.

Set a good example. Take the stairs instead of the elevator up two flights or down three. Walk to the store instead of driving. Dance instead of watching television.

Teach your child that being active is not just for athletes. Let them see that being active can be fun.

Source: "Raise A Physically Fit Child" from Parenting: The Underdeveloped Skills, a Joint Project of The National PTA, 700 North Rush Street, Chicago, Illinois 60611-2571. Used with permission.

FITNESS: A FAMILY AFFAIR

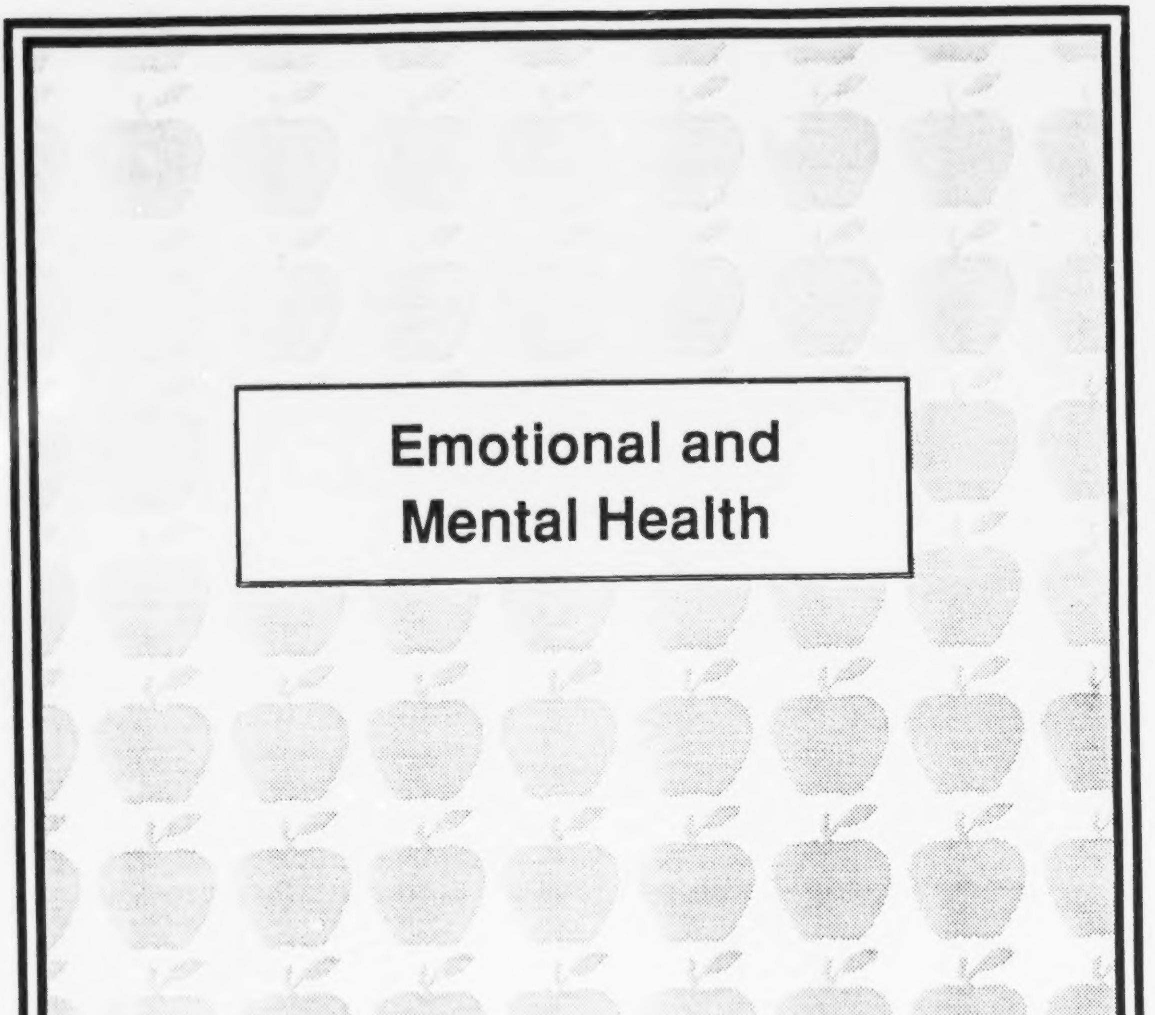
How can parents counteract the enticements of fast-food and life in the fast lane? Most experts agree: Set a good example. One survey of more than 4,000 youngsters ages six to nine found that the leanest and fittest of them had parents who were physically active and spent less time watching TV.

"Children need to exercise a minimum of four times a week," says Charles Kuntzleman, national program director of "Feelin' Good," a children's health program based in Spring Arbor, Michigan. In his book, Healthy Kids for Life (Simon & Schuster, 1988), Kuntzleman offers a number of suggestions on how you as a parent can encourage a desire for physical fitness in your children

- Exercise yourself. Let your children see that keeping fit is an important part of your life.
- Run a family fitness check, and be sure to include yourself. Time a quick walk around the block, or do a half-hour of comfortable aerobic exercise - biking, jogging, or swimming - that works your heart and lungs. Then after a month's efforts to improve your performance, check everybody again.
- Design a chart that shows each family member's exercise plan and accomplishments; place it on the refrigerator or in some prominent place around the house.
- Equip your backyard with a swing set, rope, or monkey bars, so that physical activities are readily available to your kids.
- If you don't have a yard, scout out and use a nearby park or playground where your children can really let loose physically.
- Limit TV, and encourage more imaginative and beneficial pastimes, such as active play, sports or their own hobbies.
- Help your children participate in fitness programs offered by your local "Y" or other community organizations.
- Experts agree that physical activity for children has many advantages, including increased self-esteem and even enhanced academic performance.

A healthy life-style is within everyone's reach. Make fitness a family affair by setting the standards for your children and helping them meet those standards with patient encouragement and support. Fitness in childhood leads to healthy, productive years as an adult. Says Werner Hoeger, associate professor of physical education at Boise State University: "It all boils down to quality of life; if you're fit, you feel better, you look better, and you work better."

Source: The National PTA 88, a Redbook Special Section. The Hearst Corporation.



Emotional and Mental Health

Key Concept:

Emotional and mental health are enhanced when children live in an environment of approval and learn to like themselves.

WHAT ALL CHILDREN NEED

LOVE

Children need to feel

...that their parents love, want and enjoy them.
...that they matter very much to someone.
...that there are people near them who care what happens to them.

ACCEPTANCE

Children need to believe

...that their parents like them for themselves just the way they are.
...that parents like them all the time, and not only when they act according to parent ideas of the way children should act.
...that parents always accept them, even though often parents may not approve of the things they do.
...that parents will let them grow and develop in their own way.

SECURITY

Children need to know

...that their home is a good safe place they can feel sure about.
...that their parents will always be on hand, especially in times of crisis when they need them most.
...that they belong to a family or group; that there is a place where they fit in.

PROTECTION

Children need to feel

...that their parents will keep them safe from harm.
...that parents will help them when they must face strange, unknown and frightening situations.

INDEPENDENCE

Children need to know

...that their parents want them to grow up and that parents encourage them to try new things.
...that parents have confidence in them and in their ability to do things for themselves and by themselves.

FAITH

Children need to have

...a set of moral standards to live by.
...a belief in the human values--kindness, courage, honesty, generosity and justice.

GUIDANCE

Children need to have

...friendly help in learning how to behave toward persons and things.
...grownups around them who show them by example how to get along with others.

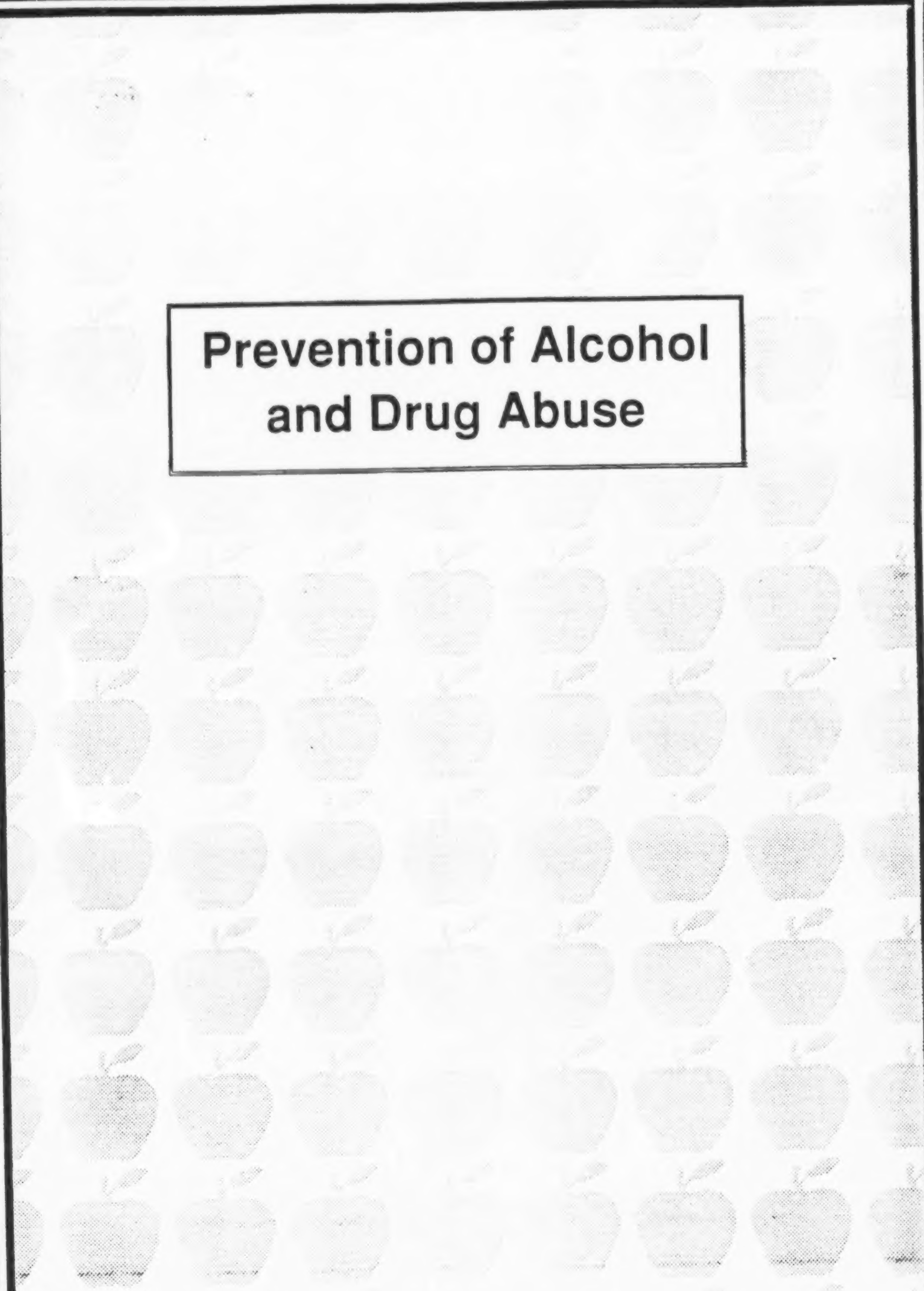
CONTROL

Children need to know

...that there are limits to what they are permitted to do and that parents will hold them to these limits.
...that though it is all right to feel jealous or angry, they will not be allowed to hurt themselves or others when they have these feelings.

Source: Unknown

Prevention of Alcohol and Drug Abuse



Key Concept:

Alcohol and drug abuse are serious problems that affect families and young people of all ages.

Drug abuse and your teens: What parents should know

Drug use is too widespread to assume that it will never touch your son's or daughter's life.

—National Institute on Drug Abuse

How can I tell if my child is abusing drugs or alcohol?

If you find alcohol, drugs, or drug paraphernalia in your child's possession, there's a strong probability that your child is using drugs. Certain behaviors also can warn you that your child may be involved with drugs:

- **Abrupt change in mood or attitude**
- **Sudden decline in attendance or performance at work or school**
- **Impaired relationship with family or friends**
- **Ignoring curfews**
- **Unusual flare-ups of temper**
- **Increased borrowing of money from parents or friends; stealing from home, school or employer**
- **Heightened secrecy about actions and possessions**
- **Associating with a new group of friends, especially with those who use drugs**

While these behaviors may indicate drug use, they may also reflect normal teenage growing pains. By observing your child, getting to know his or her friends, and talking to your child about problems, including drugs and alcohol, you should be able to learn whether he or she is involved.

What do I say if I think my child is abusing drugs?

In a straightforward way, tell your child about your concern and the reasons for it: taking drugs is harmful to one's physical, mental and social well-being. Tell your child that you are opposed to any drug use and you intend to enforce that position.

Remember, if your child is using drugs, she or he needs your help. You may want help, also. Seeking the support of other parents in your community will enable you to handle this problem in a more understanding and helpful way. Don't be afraid to be a strong parent.

How can I stop my child from using drugs?

If after you've established a rule against drug use, your child violates it, it's time to back up that rule with discipline. Unless you're prepared to enforce it, the rule will become meaningless.

One of the most effective punishments is grounding. Forcing the child to stay home gives parents and the child a chance to talk. Also, it is important to talk to the parents of your child's friends about why you have taken this necessary action and to ask their support in making it succeed. If peer pressure is part of the problem, grounding removes the child from the group.

If the problem becomes too much for you to handle alone, consider professional help. Counselors trained in working with youth can help re-open communication between parent and child. Outside help can supplement your efforts at home to eliminate your child's involvement with drugs.

How can I work with other parents to stop or prevent drug abuse?

One way is by forming a parent-peer group with the parents of your children's friends. These groups are based on the idea that the most effective way to stop a child from using drugs is to stop his or her friends from using them, too. One of the main reasons kids take drugs is pressure from peers. Other reasons are the availability of drugs and the lack of awareness on the part of the kids as well as their parents of the health consequences of drug taking. So when the parents join together and take a united stand against drug use, they become much more effective than if they act separately. Also, parents themselves can benefit from the support of other parents by helping each other resist pressure from parents who do not set the same limits on their children's behavior.

Parents working together can help each other. As a group, they can set rules for their children's behavior, make these rules clearly known, and be consistent in enforcing them. If you work with the parents of your children's friends in setting these rules, you will spend less time arguing about curfews, parties, chaperones, and other issues, and have more time to spend with your children in constructive or fun activities.

Parent-peer groups can provide:

Education—researching and sharing information on drugs and the hazards of drug use.

Support—providing emotional support to one another in coping with their children's drug problems.

Community action—approaching local and state governments, school officials, and businesses for their cooperation in stopping drug abuse.

For more information, contact:

National Clearinghouse for Drug
Abuse Information
PO Box 1909, Rockville, MD 20857
Call 301-443-6500

Alateen, Al-Anon Family Group
Headquarters, Inc.,
PO Box 182, Madison Square Station,
New York, NY 10159
Call 212-683-1771

National Clearinghouse for Alcohol Information
PO Box 2345, Rockville, MD 20852
Call 301-468-2600

National PTA Drug and Alcohol Abuse
Prevention Project
700 N. Rush St., Chicago, IL 60611-2571
Call 312-787-0977

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*Produced by
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Chicago, IL 60611-2571.*

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10

to help your child say "NO"

JUST SAY NO!
BE SMART DON'T START!
Alcohol & Drugs

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OSAP

Prepared for the Office for Substance Abuse Prevention by the National Institute on Alcohol Abuse and Alcoholism and distributed by the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852.

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This brochure, *10 Steps To Help Your Child Say "No": A Parent's Guide*, is a short summary of a much longer booklet entitled *10 Steps To Help Your Child Say "No": A Leader's Guide*. Both publications are designed to assist parents in guiding their children away from using alcohol, tobacco, marijuana, and other drugs, while enhancing the parent/child relationship. This brochure is a broad overview of prevention, while the longer version is an ideal tool for parenting workshops and for parents who wish to explore the subject in more detail. Those who would like a copy of the longer version may contact:

National Clearinghouse for
Alcohol and Drug Information
P.O. Box 2345
Rockville, MD 20852
(301) 468-2600

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The problem? What problem?

If you find it hard to believe that a child in elementary, middle, or junior high school is old enough to be concerned about alcohol and other drugs, you are not alone. But the plain truth is, children are concerned. A national survey conducted by Weekly Reader Periodicals found that:

☐ Four out of ten sixth graders say there is pressure from other students to use alcohol and other drugs.

☐ Approximately 35 percent of fourth graders believe that drinking is "a big problem" for their age group.

As a parent, you have a special opportunity to prevent alcohol and other drug problems. Why? Because starting prevention efforts early is very important. Peer pressure begins at young ages. This is a time when you can openly discuss the dangers of alcohol, tobacco, and other drug use with your child, and prepare him or her for this peer pressure to use that will come in the near future. . . if it is not there already.

The answers to the 10 questions in *Helping Your Child Say "No": A Parent's Guide* have been reviewed and approved by experts in the prevention field for youth. The information has also been discussed in focus groups by parents to test its practicality. Since, of course, parents are the real experts, many of their suggestions are incorporated. ☐

1

What shall I say to my child about alcohol and other drugs?

First, choose what educators refer to as a "teachable moment." This is simply a relaxed time when you can casually bring up the subject of alcohol and other drugs as opposed to a "formal talking to." Good times might be when you see drinking and other drug situations on TV or in magazine ads, if someone smokes in a restaurant, or if you're serving alcohol as a part of a holiday meal.

Surveys have revealed that children and teenagers get a lot of their ideas about alcohol and other drugs from TV and movies. Yet many of these perceptions may be wrong. You can dispel some of the myths by making sure your child understands:

☐ While the media portray drinkers and smokers as attractive and talented, in real life there are just as many attractive and talented nondrinkers and nonsmokers.

☐ Alcohol and other drugs can dull judgment and muscle control and they don't solve one's problems.

☐ Drinking is an activity for adults only—but drinking won't turn a minor into an adult. Only time and experience can do that. Drinking is illegal for minors, and so is smoking in many States. And minors may be taken to special youth courts for breaking the law.

☐ People shouldn't depend on alcohol and other drugs to help them make friends. To grow into well-adjusted adults, children must learn the social skills involved in making friends without depending on alcohol and other drugs.

☐ "Everybody" is *not* drinking, smoking, and doing drugs. Only about 10 in 100 people have tasted alcohol or tried drugs by the time they're in the sixth grade.

Myths die hard though. Among fourth graders surveyed in 1987, 26 percent think their peers have tried alcohol. This proportion rises to 46 percent by the sixth grade. ☐

2

How can I encourage my child to turn to me for guidance?

Children of all ages are more likely to talk with parents who know how to listen—about alcohol, other drugs, and other important issues. But there are certain kinds of parental responses, such as giving too much advice or pretending to have all the answers, that have been shown to block the lines of communication.

Effective listening is more than just "not talking." It takes concentration and practice. There are five listening skills that can help even the best parents reach their children. And, by the way, these skills can also enhance communication with other adults.

Listening Skill 1: ***Rephrase your child's comments to show you understand.***

This is sometimes called "reflective listening." Reflective listening serves three purposes: it assures your child you hear what he or she is saying, it allows your child to "rehear" and consider his or her own feelings, and it assures that you correctly understand your child.

Listening Skill 2: ***Watch your child's face and body language.***

Often a child will assure you that he or she does not feel sad, but a quivering chin or too-bright eyes will tell you otherwise. When words and body language say two different things, always believe the body language.

Listening Skill 3: ***Give nonverbal support and encouragement.***

This may include giving a smile, a hug, a wink, a pat on the shoulder, nodding your head, making eye contact, or reaching for your child's hand.

Listening Skill 4: ***Use the right tone of voice for the answer you are giving.***

Remember that your voice tone communicates as clearly as your words. Make sure your tone does not come across as sarcastic or all-knowing.

Listening Skill 5: ***Use encouraging phrases to show your interest and to keep the conversation going.***

These helpful little phrases, spoken during appropriate pauses in conversation, can communicate to your child how much you care.

"Oh, really?"

"Tell me about it."

"Then what happened?" □

3

How can enhanced self-esteem help my child say "No" to alcohol and other drugs?

It may seem strange that self-esteem is directly related to alcohol and other drug use, but studies show that people with drinking and drug problems usually have low self-esteem. A child who feels positive about himself or herself is more likely to have the self-respect to say "No" to alcohol and other drugs.

Just as there are five listening skills that can help a parent become a better listener, there are five "esteem-building skills" that parents can practice to increase a child's self-esteem.

Esteem-Building Skill 1: *Give lots of praise, for effort as well as accomplishment.*

Look for achievement, even in small tasks, and praise your child often. Also let your child know that trying hard is even more important than winning.

Esteem-Building Skill 2: *Help your child set realistic goals.*

If the child, or the parent, expects too much, the resulting failure can be a crushing blow. Your child may not know that his or her personal best can make you just as proud as a blue ribbon.

Esteem-Building Skill 3: *When correcting, criticize the action, not the child.*

Helpful Example: "Climbing that fence was dangerous. You could have been hurt, so don't do it again."

Hurtful Example: "You shouldn't have climbed that fence. Don't you have any sense?"

Esteem-Building Skill 4: *Give your child real responsibility.*

Children who have regular duties around the house learn to see themselves as a valuable part of a team, and completing their duties installs a sense of accomplishment.

Esteem-Building Skill 5: *Show your children you love them.*

Hugs, kisses, and saying, "I love you" help your child feel good about himself or herself. Children are never too old to be told that they are loved and highly valued. And contrary to popular belief, single-parent families can give children the same basis for self-esteem as two-parent families, as long as the parent-child relationship is strong and loving. Some studies have shown that children of divorced parents are no more likely than others to use alcohol or other drugs.

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4

Will the values taught at home make it easier for my child to say "No" to peer pressure to use tobacco, alcohol or other drugs?

Values, of course, are the things we believe in and the standards that seem right and important to us. Even young children are old enough to have ideas about right and wrong and to make decisions based on standards that matter to them. A strong value system can help children refuse to smoke, drink, and use other drugs because it gives them a basis for weighing the facts.

Every parent has different values, and there is no one way to apply them to preventing alcohol and other drug use. Most likely, your child will observe how family values affect your behavior, and he or she will adopt your attitudes and beliefs.

Some of the family values that may relate to preventing alcohol and other drug use among children are the following:

☐ Having personal or religious beliefs that reject alcohol or other drug use.

☐ Valuing your freedom to make your own decisions, without having to "follow the crowd."

☐ Respecting the human body and desiring a healthy lifestyle.

☐ Believing that it is important to be in control of your own behavior at all times.

Whatever your values, the key is helping your child have standards that he or she believes are good and important. And when the pressure to use alcohol or other drugs increases, your child will have strong family values to help guide his or her actions. ☐

5

How do my own attitudes toward alcohol and my drinking patterns and smoking habits affect my child?

Studies show that most adults are a lot like their parents in drinking and smoking habits. The amount you drink or smoke is not the only behavior you show your children. They also notice why you drink or smoke, when you drink, and whether you drive, boat, swim, or perform any other activity that is dangerous when combined with alcohol. Other studies show that children whose parents smoke are more likely to smoke themselves.

Research has not shown drinking in front of your children to be harmful. But showing children that adults may abstain from alcohol is setting a positive example.

But parents who do not drink or smoke sometimes make the mistake of not discussing alcohol or tobacco use with their children. These parents need to remember that they are not the only role models their children have.

Some of the ways you can be a good role model for your child are to have parties where alcohol is not the focus of activity, offer nonalcoholic drinks to guests who prefer them, never force drinks on guests, and make sure alcohol-impaired friends don't drive themselves home.

A parent who has an alcoholic spouse has an especially difficult task, because both the alcoholic parent's actions and the nonalcoholic parent's reactions often form harmful behavior models for children. There are, however, some ways to help children deal with alcoholism in the home. Some of these are listed below:

☐ Do not try to hide the problem. Children can cope best when you acknowledge that your spouse is an alcoholic.

☐ Make sure your children understand that alcoholism is a disease, like cancer or diabetes. And they can hate the disease and still love the sick parent.

☐ Join a group of spouses of alcoholics, and help your children find a similar group for children of alcoholics.

☐ Make sure your children do not feel responsible for the disease or for "binges."

☐ Try to provide some consistency and ritual for your family. Show the children that there are some things that they can depend on. ☐

6

What are "peer pressure skills"?

Peer pressure skills are techniques or actions that parents can use to prepare children to say "No" to tobacco, alcohol, and other drugs. Five such skills are listed below:

Peer Pressure Skill 1: ***Teach your child to value individuality.***

During a teachable moment, tell your child what you think makes you a special and unique person. Talk about people the child loves and ask what makes these people individuals. Ask what your child likes about his or her own individuality, and add any nice characteristics that your child might leave out.

Peer Pressure Skill 2: ***Explore the meaning of "friendship" with your child.***

Ask your child to make a list of "what a friend is" and another list of "what a friend is not." While your child is working on this, make a list of your own. Make a game of seeing how many of the same characteristics you both have on your lists.

Peer Pressure Skill 3: ***Give your child the support needed to say "No".***

Most parents teach their children to be polite, respectful, and agreeable. While these are good traits in most situations, they do not necessarily prepare a child to stand up for himself or herself. Children may need parental "permission" to say "No" to peer pressure. Tell your child that there are certain times one must insist on respect. These times include when peers push alcohol or other drugs at the child.

Peer Pressure Skill 4: ***Know the facts about drinking and other drug use by youth.***

There are situations that encourage youthful peer pressure to drink and use other drugs. You can help your child avoid a sticky situation by making a rule that your child will not play at friends' homes when the parents are not home, nor will your child attend unchaperoned parties.

Peer Pressure Skill 5: ***Use peer pressure.***

Many communities have found that peer pressure can also be a positive force. Some school systems and youth groups, for instance, sponsor "peer programs" where children support each other's positive values. You may wish to inquire about such a program at your child's school. ☐

7

How important are family policies concerning alcohol and other drug use?

Family policies are very important. Studies have shown that, contrary to popular belief, children want structure in their lives. They behave more responsibly when parents set limits.

Parents can help by going over in advance what may happen as a result of certain actions. Discuss with the child beforehand how you expect him or her to behave, what to do to carry out the behavior, and the logical results of doing or not doing it.

Make sure your child knows that under no circumstances is he or she to use any alcohol or other drugs. And spell out the serious consequences that would follow. Verbalized or even written family policies can help your child say "No" to alcohol and other drugs and assist in the development of responsibility.

Also, family policies automatically give your child an easy way of saying "No" to peer pressure: "No thanks. My parents told me last week that I would have to wait a whole extra year to get my driver's license if they caught me messing around with booze or drugs." □

8

How can I prevent my child from focusing on alcohol or other drugs out of boredom or idle curiosity?

The answer to this question is to encourage healthy, creative activities, and here are two ways to do this: First, support your child's involvement in school activities, sports, hobbies, or music without pressuring your child to always win or excel. The specific activity is not important; when the child has positive interests he or she may be less likely to focus on alcohol, tobacco, or other drugs out of a lack of anything else to do.

The other way to encourage healthy, creative activities is to do them with your child. The key here is togetherness—surveys show that children appreciate the time parents spend with them even if doing chores is involved. □

9

What are other parents doing to fight alcohol and other drug use among youth?

More and more parents are combining their efforts in support groups. They have found that when they join together, they can take broad steps that will reinforce the guidance they provide at home.

You can join a group that is already organized, or you can form a neighborhood council. Your group can raise the issue of alcohol and other drugs with relevant community organizations like parent-teacher organizations, churches, youth groups, health-care facilities, etc. You can use your group's voice to influence school and local government policies that can affect alcohol and other drug use by youth, like starting a petition to make alcohol and drug education part of the school's health education course, or convincing city officials to make a commitment to recreation programs and facilities for youth.

You will find, like other parents who have taken an active role in prevention, that there is much more power and support in numbers. □

10

What if, in spite of my efforts, my child drinks or does drugs anyway?

With most children, it is hard to tell when they have tried alcohol or other drugs because they do not use enough to have noticeable effects. But while your child may not show signs of alcohol or drug use, your refrigerator or liquor cabinet may. Missing cigarettes, or beer, or liquor that seems to be watered down or going too fast, may alert you to a problem.

If you suspect your child has experimented with your liquor or cigarettes, you can immediately lock up or remove your supply. Next, talk with your child, but it is probably not a good idea to accuse him or her of taking the missing beverages or cigarettes. Accusations will make your child defensive, and he or she will focus on your anger rather than your message about alcohol and other drug use. Instead, lead into the subject casually. Go on to stress the undesirable effects alcohol, nicotine, and other drugs have on the developing body and the reasons it is dangerous for children to drink, smoke, or use other drugs.

If, on the other hand, your child shows signs of a problem, counseling may be needed to avoid future problems. Telltale signs of alcohol or other drug problems to watch for include sleeping at unusual times, erratic school work, extreme moodiness, a change in peer group, and frequent use of eye drops and breath mints.

If your child is drinking or using other drugs, do not simply accept a tearful promise to stop. Your child should have help. He or she may be using alcohol or other drugs to "self-medicate" a problem, and the drinking or other drug use are probably a silent cry for help. In such situations, your doctor, pastor, rabbi, guidance counselor, or local youth agencies can tell you where to go for the assistance you need. □

Don't be afraid or
embarrassed
to ask for help.
Look under
Alcohol or Drugs
in your local
phone book.

For further information, contact
The National Clearinghouse for
Alcohol and Drug Information
P.O. Box 2345
Rockville, MD 20852
(301) 468-2600

GPO : 1989 0 - 233-250 : QL 3

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Public Health Service
Alcohol, Drug Abuse, and Mental Health Administration

Office for Substance Abuse Prevention
5600 Fishers Lane
Rockville, Maryland 20857 282

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LOVE ENOUGH
TO
SAY "NO"

A GUIDE FOR PARENTS

PADAA
PARENTS AGAINST DRUG AND ALCOHOL ABUSE
3013 ILLINOIS ROAD WILMETTE, IL 60091

LOVE ENOUGH TO SAY "NO"

Permission has been granted to reprint all or part of this booklet. Please credit:

Parents Against Drug and Alcohol Abuse (PADAA)
3013 Illinois Road
Wilmette, Illinois 60091
(312) 251-9176

"Nothing today is as important for parents to recognize as the need to set limits. Parents have got to be able to take positions about bedtime or drinking or sleep-overs. They've got to know where they stand on curfews, school night dating, chaperones or study time - and they've got to hold that line in the face of bickering and blackmail and all the other tactics youngsters use to get their way.

And the payout is that children who are in control, because they're under control, feel better about themselves - and feel better about their parents."

Mitchell Rosenthal, M.D.
Child Psychiatrist and Director
New York Phoenix House

LOVE ENOUGH TO SAY "NO"

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DISCIPLINE: Training which corrects, molds, strengthens or perfects; control gained by enforcing obedience or order, system of rules affecting conduct or action; to train in self-control or obedience to given standards; to teach or punish.

Webster's Dictionary

"We used to think only the child with problems would use drugs, but many pot smokers are happy, outgoing kids with friends, good parents and no apparent reason to escape from reality."

Ingrid Lantmer, M.D.
Cleveland Pediatrician

LOVE ENOUGH TO SAY "NO"

We, as parents, want our children to be survivors, to be happy and well-adjusted now and as adults. As we raise our children, the way is not always easy.

Stress and pain are an inevitable part of life. We must help our children learn to cope positively during times of unhappiness. We cannot and should not escape the rough times, but use them to grow and to strengthen our inner resources.

Family members must put each other first. A close family unit gives strength to each of its members.

Drug and alcohol abuse are threats to our children, to our family structures, and to our communities. If we want our children among the survivors, we must actively employ the following proven weapons against substance abuse: positive parental examples; honesty; firm, clear disciplines and guidelines; self-esteem and coping skills; open communication; family activities and responsibilities; drug education; religion; parent networking.

WHAT IS PARENT NETWORKING?

The teen network is very strong. (Teens are practiced in telling parents what they want to hear.) It is time, we as parents, strengthen our network.

A parent network is a group of parents who share common concerns about their children. Being part of a parent network will help you to:

1. Establish communication between yourself and parents of your child's peer group.

2. Share and identify common concerns relating to the developmental stages of your children.

3. Establish guidelines and priorities for parents and children.

4. Clarify parental responsibilities.

Parents must agree on their method of discipline and rules for their family unit. If parents don't support each other, that child sides with the "easy" parent, tests one parent against the other, and flounders.

AS PARENTS WE MUST:

1. Take responsibility for our own children and be concerned about the welfare of others.
2. Set a responsible and consistent example of self-discipline, self-control, moderation and endurance for our children.
3. Help our children develop self-esteem. Teach the problem solving, decision making, communication an coping skills. (Instant gratification is never a long-term solution.)
4. Develop and communicate a clear and firm position: No use of alcohol and other drugs.
5. Support school and law enforcement policies and consequences regarding the use of alcohol and other drugs.
6. Have the courage to deal with peer pressure effectively and encourage our children to do likewise.
7. Communicate openly with other parents to establish a sense of community and to provide support for parents in giving a consistent message to youth. Form a parent network.
8. Promote and encourage social activities without alcohol and other drugs.
9. Neither sponsor nor condone unchaperoned parties.
10. Not serve alcohol to others' children, nor allow young people to bring alcohol or other drugs into our homes. (The legal age is 21 years.)
11. Be willing to give up part of our own social life to be home and available for our teens.

AS PARENTS WE MUST BE AWARE

Recent studies indicate that the parental influences which have the greatest effect on preventing drug and alcohol use are brought to bear before children reach adolescence. Close family relationships, emotional support, and moderation in parents' use of alcohol and other legal drugs appear to avert or decrease the use by children. Moreover, family influences tend to outlast peer influences. So while teenagers may rebel against their parents' authority, in the long run they respond to what parents say and the parental examples that have been set. However, parents have the responsibility to remain vigilant throughout the adolescent years.

The Current Social Scene Among Youth

The majority of youngsters are introduced to cigarettes, alcohol, marijuana and other drugs between the ages of 12 and 15, with the greatest percentage beginning use in the 9th grade. From age 14, many teenagers accept as the social norm of their peer group, the use of alcohol, marijuana and other drugs.

Our students say drug use seldom is the result of direct peer pressure. More often, it happens because of curiosity or the individual's need to be a part of the group.

The type of school, private, public or parochial, has little influence on a student's involvement in the "party" scene. The academic achiever is as well represented as the student with a low scholastic record. The athlete, musician and student leader is as involved as the less active youngster. The more a young person participates in social activities, the more exposed he will be to alcohol and drug use.

Parties are a major part of the high school student's social life. Most teens believe that others will not attend their parties, or will be "bored" if alcohol is not served or allowed. Drinking to excess is not unusual. Students get drunk or high early in the evening in order appear sober or straight when they return home.

Marijuana and other drugs are used at parties in combination with alcohol. Drugs are readily available and most students, whether or not they are users, know how to obtain them. The supplier usually is a peer, not the seedy drug dealer of the parents' imaginations.

THE ADOLESCENT PARTY SCENE

To students, "partying" means using alcohol or other illegal substances.

"Supervised" parties in private homes:

- A parent must be home during a party or gathering available and visible. Some parties are close supervised by parents. At some parties thought to be supervised, parents are at home, but are, unfortunately, not sufficiently attentive.

Agree with teens on party ground rules:

- Both of you can share your feelings and concerns.
- Written invitations help to keep parties small. Allow only invited guests. Determine how party crashers will be handled.
- Make it clear that you will be home and visible.
- Set a time limit that enables teens to be home before the legal curfew.
- Agree that guests who leave may not return.
- Plan to have plenty of food and non-alcoholic drinks on hand.
- Be considerate. Notify your neighbors and the police of a large teen gathering.
- Activities must be well planned in advance. Extra adults are needed for larger parties.

Be alert to the signs of alcohol and drug use:

- Most teen users will bring their own alcohol or other drugs and may consume them outside of the house, in the car, in the yard, or sneak it into the home.

- Guests who refuse to cooperate with your expectations should be made to leave the premises.

- Notify the parents of any teen who arrives at the party under the influence of any drugs, to ensure the teen's safe transportation home. Never let anyone drive under the influence of alcohol or drugs.

If, despite your precautions, things get out of hand, do not hesitate to call their parents or the police.

Keep in mind that if you furnish alcohol or drugs to minors, you may be brought to court on criminal charges and/or pay monetary damages in a civil lawsuit.

WHEN PARENTS ARE AWAY: (Unsupervised parties in homes).

- Know your legal liabilities.

  Unsupervised parties are a major problem in our community.

- Do not put your child in the position where he can be taken advantage of because he has an empty, available house. (It is fun to be popular, even for an evening. It is almost "expected" for the teen to entertain, even though he knows he may get caught.)

- Often "word is out" as soon as parents make their plans known.

- If your child stays with a friend's family, your empty house may provide a temptation for a party.

- If you are out for an evening, make appropriate arrangements with a friend, relative or neighbor.

- Tell the parents of your children's friends when you will be out of town.

- Don't be blackmailed by the "You don't trust me" or the "I'm too old for a sitter" tactics. Protect your child, your home and yourselves.

- If you are out of town, a competent sitter is necessary. (Older siblings do not qualify and may be tempted to allow a party or go out themselves.)

- Check in by phone at unusual times. Come home early.

  Teens tell guests to park away from the party h to avoid detection by police and neighbors.

- Sometimes there are continuous parties going on during the week as well as the weekends, while parents are gone, or if the sitter works outside the home.

- Teens will charge an "entrance fee" to pay for booze, cleaning services, etc.

- Teens sometimes notify the police of a gathering, even though the parents have no knowledge of the party.

Other Information You Should Know:

- Hotel rooms are rented for all-night "partying," especially before and after dances and special events.

- Students "party" at parks, beaches, and at summer homes. Cottages may be used without parents' knowledge or permission.

- Students drink at lunchtime. Some return to school with "doctored" soft drinks.

- Many students feel that in order to enjoy attending football games, dances, plays, proms, rock concerts, etc., they must "party" beforehand. (Rock concerts appeal to adolescents because of availability of booze, drugs, sex and "rock and roll".)

- Because "everyone else" is going, many of our teens attend parties where alcohol and other drugs may be present. It is not unusual for some teens to carry the same can of warm beer around all evening, drinking little or none of it. Some youngsters "act drunk" when, in reality, they are sober. (Don't assume your child is in this category.)

- College students often allow younger siblings to drink heavily at their parties.

- Beer, wine, wine coolers, cocktails or champagne are sometimes illegally offered by parents, especially before or after dances or special occasions.

- Many cab and limousine drivers are known to allow drinking in their vehicle and will purchase the alcohol for teens.

- Drugs are readily available to adolescents near schools, convenience stores, shopping malls, parking lots, and parks, etc. School "friends" also are suppliers.

- When on vacation, teens know where and how to find drugs and alcohol.

- Bathrooms are favorite spots to drink alcohol or take drugs, in homes and in public restrooms.

- Fake I.D.'s are easy to buy. These should be destroyed. (See page 12).

DON'T BE A COLLAPSIBLE PARENT!

AS PARENTS WE MUST SET LIMITS

Communicate with other parents. (Parent Networking). Set limits for your children. Use the group consensus to support your own family position. The group does not make the decisions for your family - you do. However, you can draw support from knowing others have set similar limits.

Establish consistent, definitive rules to regulate your child's social life. Explain that this is done because of your love and concern for him. Involve your child in determining the consequences of the breaking of rules. Discuss this before it happens. Be prepared to follow through.

Allow your child to be responsible for his behavior. Avoid making excuses. Don't allow children to make adult decisions.

When giving reasonable sums of money, request periodic accounting of it. See that your children earn their allowances. If your child is buying expensive items, check to see where the money came from.

Acknowledge peer pressure but expect your child to have the courage to say "No."

When Teens Go Out:

- Know where your children are and expect them to notify you of changes. Set a good example and let them know where you will be.
- Be aware of transportation arrangements. Assure them that they can phone you to be picked up whenever needed. "Designated Sober Drivers" implies that everyone else can drink. This concept, though a step forward, is not acceptable behavior.
- Call the adult in charge of an activity to verify: occasion, location and duration, adult supervision, and policy on alcohol. If the activity see inappropriate, express your concern and substitu alternative activities.

- Instruct your child to leave any unchaperoned parties.
- Establish the time they are expected to return home and ask to be notified if there is a delay. Parents should also follow this rule.
- When your child stays overnight with a friend, check with the parents beforehand to verify that they know and want your child to stay over, that they will be home, and that all involved agree on curfew hours and other basic rules.
- Does your child stay home after he checks in with you at night?

Curfews are set for the safety and well-being of our children.

It is especially important to set reasonable time limits for children.

Legal Curfew Hours:

Know what the legal curfew hours are in your area.

- **Expect teens to stay home on school nights except for school activities, community events or adult-sanctioned extra-curricular activities.**

ALCOHOL, DRUGS AND THE LAW*

1. **Furnishing Alcohol**: A person who knowingly gives, sells or furnishes alcoholic beverages to a person who is under the age of 21 years is guilty of a first degree misdemeanor and is subject to a fine of up to $1000 and/or imprisonment for up to six months.

2. **Allowing Consumption of Alcohol**: A person who knowingly allows the consumption of alcoholic beverages on his premises by a person who is under 21 years of age, is guilty of a minor misdemeanor and is subject to a fine of up to $100.

3. **Civil Court Action**: A parent or other adult w furnishes alcohol to a minor may be liable for monetary damages in a civil suit brought against him by anyone who suffers injury or property loss through the actions of the minor intoxicated person.

4. **Minor in Possession**: A person who is less than 21 years of age shall not purchase, consume or possess alcoholic beverages. Violators under the age of 18 are judged unruly and are subject to the jurisdiction of the juvenile court. Penalties may include fines, probation, suspension of the juvenile's driver's license until the age of 18 and/or commitment to a Department of Youth Services facility. Violators between the ages of 18-21 are guilty of a fourth degree misdemeanor and are subject to up to 30 days imprisonment and a maximum fine of $250.

5. **Open Container of Alcohol in an Automobile**: A person shall not transport or possess alcoholic beverages in a container which is open in a vehicle. Violators under the age of 18 are judged unruly and are subject to the penalties listed in #4. Violators over 18 are guilty of a fou degree misdemeanor and are subject to up to 30 days imprisonment and a maximum fine of $250.

6. **Consumption of Alcoholic Beverages on the Highways or in Public Places**: A person shall not consume alcoholic beverages on the highways or in public places. Violators under the age of 18 are judged unruly and are subject to the penalties listed in #4. Violators over 18 are guilty of a fourth degree misdemeanor and are subject to up to 30 days imprisonment and a maximum fine of $250.

7. **Driving While Under the Influence**: No person shall operate a motor vehicle while under the influence of alcohol or drugs. Violators over the age of 18 are guilty of a first degree misdemeanor and face a three day mandatory jail sentence with the possibility of up to six months imprisonment, a $1,000 fine, a two month's suspension of their driving privileges, and six points on their license. Violators under the age of 18 are judged unruly and subject to the penalties listed in #4. A person who refuses to take a chemical test, requested by a police officer with reasonable cause to believe the person has been drinking and driving, has his or her license mandatorily suspended for one year.

8. **Possession of Marijuana**: A person shall not use or possess marijuana. Violators under the age of 18 are judged unruly and are subject to the penalties listed in #4. Violators over the age of 18 are guilty of a minor misdemeanor or a felony, depending on the amount.

9. **Fraudulent Identification**: Offenders over the age of 18 who fraudulently obtain an Ohio I.D. and/or driver's license, or who allow another person to use their I.D. in obtaining these fraudulent cards will face a minimum of 12 months suspension of their driving privileges, a $1,000 fine and up to six months imprisonment. Violators under the age of 18 are judged unruly and are subject to the penalties listed in #4.

*This section has been revised to reflect Ohio law.

LOCAL PHONE NUMBERS:

AL-ANON

ALA-TEEN

ALCOHOLICS ANONYMOUS

FAMILIES ANONYMOUS

DRINKING - YES OR NO?

Young people say they began drinking or using other drugs to deal with the following types of problems:

Peer influence
Boredom
Shyness
Loneliness
Rebelliousness
Low self-esteem
Dating insecurity
Sexual fears
Tension
Curiosity

Young people who choose not to drink or use other drugs state reasons such as:

Family and friends don't drink
Financial considerations
Dislike the taste
Possible harmful effects on the body
Against religious beliefs
Possible loss of control
Legal considerations
Not compatible with athletic or academic goals

AS PARENTS WE MUST BE CONCERNED

ALCOHOL TRUTH? HERE IS

NOTHING BUT THE TRUTH

1. Alcohol is America's No. 1 drug problem among youth. (In 1985, an estimated 4.6 million adolescents, ages 14 through 17, experienced negative consequences of alcohol use: arrest, involvement in an accident, impairment of health or job performance.)

2. Alcohol is twice as popular among college students as the next leading drug, marijuana, and five times more popular than cocaine.

3. Only 42 percent of 4th graders know that alcohol is a drug, compared with 81 percent who consider marijuana a drug.

4. The earlier in life a child starts using any dependence-producing drug, the more likely he is to experience health problems and go on to use other drugs.

5. About 10,000 young people ages 16 to 24 are killed each year in alcohol-related accidents, i.e., drowning, suicides, violent injuries, homicides and injuries from fire.

6. Alcohol-related highway deaths are the No. 1 killer of 15 to 24 year olds.

7. Nearly 100,000 children ages 10 or 11 reported getting drunk at least once a week in 1985.

8. Children of alcoholics have a four times greater risk of developing alcoholism than children of non-alcholics. (There are 28.6 million children of alcoholics in the United States, 6.6 million of whom are under the age of 18.)

   Many surveys suggest that the best predictor of the drinking habits of adolescents is the attitude and behavior of their parents regarding the use of alcohol.

10. A child will see alcohol consumed an average of 75,000 times on TV before he is of legal drinking age.

11. Drinking differences between boys and girls are diminishing. (The number of young female drinkers has been increasing more rapidly than the number of young male drinkers. Girls also tend now to experiment with a wider variety of substances.)

12. Specialists in the field of substance abuse generally agree that adults typically drink to relax, but kids drink to get drunk.

13. Alcoholism is a chronic, progressive and potentially fatal disease. It is sure to lead to psychological and physical dependency as well as damage to the body, often irreversible.

14. Alcoholism is one of the most serious public health problems in the U.S. today. The same is true in the Soviet Union, France and Italy.

15. One out of three American adults -- 56 million Americans -- say alcohol abuse has brought trouble to their families.

The National Council on Alcoholism

"Parents are concerned, but they are not very well informed. The drug culture -- the behavior, even the language -- is unfamiliar to them."

Lloyd Johnson, Ph.D.
Director, Drug Studies
Institute for Social Research

AS PARENTS WE MUST BE ALERT

It is possible for a teen to be suffering from chemical dependency without a parent ever seeing the child drunk or "stoned."

HOW CAN I TELL IF MY CHILD IS USING DRUGS?

One of the questions repeatedly asked by parents is: "How can I tell if my child is using drugs?" Since it is difficult to separate the typical adolescent behavior from the drug-induced behavior, parents must be alert to the following:

1. **Does the child seem to be changing...**

Is the child becoming: more irritable; less affectionate; secretive; unpredictable; hostile; depressed; uncooperative; apathetic; withdrawn; sullen; easily provoked; oversensitive?

2. **Is the child becoming less responsible...**

Is the child: not doing chores; late coming home; tardy at school; forgetful of family occasions (birthdays, etc.); not cutting grass; allowing room to be untidy; not completing homework?

3. **Is the child changing friends, dress codes or interests...**

Has the child: a new group of friends; switched clothes and/or hairstyles; become reluctant to talk about new friends; become very interested in rock music and concerts; become less interested in school, sports, academics and hobbies; insisted on more privacy; demanded permission to stay out later than usual?

4. Is it more difficult to communicate with your child...

Does the child: refuse to talk about details of friendships and group activities; refuse to discuss "drug issues"; become defensive when negative effects of drugs are discussed; strongly defend occasional use or experimental use of drugs by peers; insist that adults hassle their children; begin to defend "rights" of youth; prefer to talk about bad habits of adults?

5. Is the child beginning to show physical and/or mental deterioration...

Does the child show: disordered thinking; heightened sensitivity to touch, smell and taste; loss of ability to blush; decreased ability in rapid thought processes; amotivational syndrome; weight loss; bloodshot eyes; dilated pupils; persistent cough; and increased appetite (known as the "munchies")?

> Behavioral changes as discussed in 1 through 5 may occur over a period of a few months, the summer, or over a year or more. These behavioral patterns should be monitored closely by parents. More blatant behavior will begin if the child can manipulate his way through the aforementioned examples and more obvious drug use behavior will begin to occur.

6. Is the child's behavior becoming more intolerable to parent...

Does the child: demand his right to drink alcohol; refuse to spend additional time on studies even though grades are down; insist that teachers are unfair; become extremely irritable; refuse to do chores; use bad language; come home late with alcohol on breath; claim people are telling lies about him; claim never to have smoked pot; not want to eat with you or spend time with family; act very secretive on the telephone?

> After behavioral clues to drug use, there usually comes the tell-tale physical evidence which is difficult to deny. The child will usually lie or give half-truths to parents when caught.

7. **Is the child becoming careless in his drug use...**

Does the child: forget to replace the liquor stolen from parents' cabinet; put the bottle between mattresses; leave the "roach" in the flower pot, the bathroom or car ashtray; forget who vomited in family car; insist that marijuana found in car or room belongs to someone else?

8. **Is the child becoming drug dependent...**

Does the child: take money from his parents, brothers or sisters; steal objects from home that are easily converted to cash; lie chronically; drop out of school?

Is the child: caught shoplifting; charged with burglary; charged with prostitution; arrested for drug use or delinquent act?

Has the child threatened or attempted suicide?

Thomas J. Gleaton, Ed.D.
Executive Director

PRIDE

(Parents' Resource Institute for Drug Education)
100 Edgewood Avenue, Suite 1002
Atlanta, Georgia 30303
(404) 651-2548
1-800-241-7946

. . . .

If the above symptoms are present, RUN, DON'T WALK to someone who can help assess what is really going on with the teenager. Parents' diligent efforts turn up about 10 percent of the whole picture of alcohol/drug use. Find an outside expert in chemical dependency (alcoholism), who believes teenagers cannot safely use alcohol, to do an objective assessment of your child's alcohol/drug use.

Ask for a plan of action to deal with the problem and DO IT!

AS PARENTS WE MUST COMMUNICATE

GUIDELINES FOR TALKING WITH YOUR CHILD

ABOUT ALCOHOL AND OTHER DRUG USE

1. Become informed about alcohol and drugs and their effects. Be a credible source of information for your child.

2. Make your position on alcohol and drug use clear to your child.

3. Reach agreement with your spouse about handling the issue of alcohol and drug use. There should be consistency and mutual support in your communications with your child.

4. Help your child understand the reasons for your expectations. You love him and are concerned about his well-being.

5. Teens often try to manipulate their parents. Let your youngster know you want to trust him. Allow him the opportunity to prove he can live up to your expectations. Acknowledge when he uses good judgement or poor judgement.

6. If you suspect alcohol or drug use, sit down with your child and discuss the evidence you have. Talk about your love and personal concern for him. Make it clear that you disapprove of his behavior, but you still love him.

7. Be a good role model.

8. Give your child good attitudes and values.

9. If communication lines seem to be closed, seek professional help. Counselors trained in working with adolescents can help to reopen communication between parent and child by providing a neutra ground for expression of feelings.

"ACTIONS AND WORDS SPEAK LOUDLY"

Do You:

- Ever come home from work and announce you "need a drink" because you've "had a hard day"?
- Leave bottles out on prominent display instead of storing them?
- Drink and drive? Exclude yourself from the law?
- Press guests to have an alcoholic beverage instead of offering them a soft drink?
- Make alcohol the focal point of your parties?
- Allow party guests to drive after drinking alcohol or using drugs?
- Drink frequently, even alone, instead of limiting your drinking to special occasions?
- Self-medicate in a casual, reckless manner?
- Allow teenage drinking in your home? (Including beer and wine coolers?)
- Ignore problems of drug/alcohol abuse in your own family?
- Help children manage pain and failure and understand this is an inevitable and normal part of life?
- Act with respect and courtesy to family members and others? Teach your children common courtesies and manners?
- Make your family a priority and spend QUANTITY time with them?
- Portray the greatest gifts: honesty, integrity and consistency, clearly stating your convictions?
- Act as the adults and allow children to be children?

AS PARENTS WE MUST SEEK HELP

PREVENTION

We can seek help within our families, relying on each other, reinforcing and encouraging each other, showing our love by becoming involved in the daily cares of each family member. Hug each other, even when we are "unhuggable." Strengthening family ties may be one of our best tools for preventing substance abuse.

Seek help through parent networking groups. Unity of purpose and problem-sharing among parents can work wonders in changing community attitudes about the use and abuse of alcohol and other drugs by our young people.

School administrators, family physicians and clergymen should be able to offer referral information regarding therapists trained in adolescent substance abuse, as well as treatment centers, both residential and non-residential.

Keep current with your kids! Parents must move from interest to involvement. While we are all parents against drug and alcohol abuse, we are most importantly parents for our kids, all of our kids. Hopefully, the implementation of networking systems will promote positive, productive lives for all of our young people.

AS PARENTS WE MUST KNOW THE FACTS

ALCOHOL FACTS

Alcohol is a DRUG, the drug most abused by all age groups in America. A 12 oz. can of beer, a 5 oz. glass of wine and a 1-1/2 oz. serving of hard liquor all contain the same amount of ethyl alcohol.

Although alcoholism is usually a progressive disease, many adolescents exhibit alcoholic symptoms and patterns from the first drink (e.g. blackouts, loss of control, etc.). The physiological immaturity of an adolescent, combined with genetic predisposition, can shorten the progression of the disease to as little as 6 months from the time the first drink is taken.

One of the first effects alcohol has on the body is to depress judgement centers of the brain, thereby reducing inhibitions. The newest skills learned are the first to be lost (e.g. driving ability of a teenager).

A blood alcohol level (BAL) of .05 is considered "alcohol affected" and increases the chances of having an accident by 100 percent. However, a level of .10 is necessary in most states to be charged with "driving under influence" (DUI).

Addiction to the drug alcohol is a problem that crosses all social and economic levels, involves all personality types, and has now shattered former age barriers.

According to the American Medical Association, alcoholism is a disease, not an accusation. It is a treatable disease, but it is fatal if it remains unchecked.

Cirrhosis (or scarring) of the liver, a frequent cause of death among alcoholics, may take 1 to 20 years to develop in an adult but only 12 to 36 months in a young person due to their greater physiological vulnerability.

BE SMART - DON'T START

TOBACCO FACTS

Cigarettes are a gateway drug.

A daily cigarette smoker is 20 times more likely to be a pot smoker and 13 times more likely to be a daily user of other drugs.

Nicotine (cigarettes, cigars, pipes): a drug, quick-acting nerve stimulant, addictive.

Physical effects: increased heart rate and elevated bloo pressure. Raises risk of death from heart disease and stroke, cancers of lung, larynx, oral cavity, esophagus, bladder, pancreas and kidney. Harmful effects on the fetus.

Clove cigarettes: "Kreteks" have a pungent odor. Usually 60 percent tobacco and 40 percent clove, clove oil and other additives. They are as hazardous as cigarettes and cause immediate lung injury. Sometimes smoked to cover up the odor of marijuana.

It is illegal to sell cigarettes to those under 18 years of age.

SMOKELESS TOBACCO

Chewing tobacco or snuff.
Be alert! Smokeless products are definite health hazards. They lead to nicotine addiction, mouth and throat cancer, gum disease, tooth loss, and cardiovascular disease. They cause bad breath, and lower the sense of taste and smell.

MARIJUANA FACTS

Contrary to popular belief, marijuana is both *emotionally* and *physically addictive*. Marijuana smoke contains 50 percent more cancer-causing materials than tobacco smoke.

Although the high from marijuana is apparently gone after one hour, impaired driving (particularly the inability to keep the car on the road) lasts for four hours. Often, however, the driver believes his abilities are back to normal. Marijuana experimentation is extremely difficult to detect - the visible effects wear off after an hour or two.

Marijuana is a combination of over 350 chemicals, and the physical effects are unpredictable, varying according to the purity of the joint, the age, weight and prior experience of the user, and whether he is using alcohol or other drugs in addition to pot.

THC, the active ingredient in marijuana, is fat-soluble and is attracted to the body's fatty organs where it accumulates. It takes 4-6 weeks to rid the body of the THC found in one joint. Therefore, smoking one joint per week means the body is *never* free of THC and the chemical is accumulating in the body. With regular use THC accumulates in the fatty tissues of the brain, producing impaired memory, difficulty in concentration and inability to carry on a logical conversation.

Smoking five joints of marijuana a week affects the respiratory system more adversely than smoking six packs of cigarettes during the same time period. Marijuana adversely affects the heart, lungs, and immune system. The testes, ovaries, and pituitary glands are greatly affected by the THC accumulation.

Hashish comes from the flowering top of the marijuana plant and is more concentrated than marijuana. It is usually smoked in small pipes, either homemade or purchased in a "head shop." Hashish oil is obtained by cooking the hashish resins, and the THC level is 30 to 90 percent greater than marijuana. It may be placed on tobacco, parsley flakes or mint leaves, which are crushed and smoked.

COCAINE

Cocaine _is_ addictive. Cocaine can kill.

"Descriptions of cocaine's effects are strikingly similar, whether they come from Freud, an early experimenter with it, or from rock songwriters, cocaine's contemporary troubadours. In general, within a few minutes of taking it, the user is enveloped by a false sense of well-being, feels self-confident and strong, exhilarated and capable of taking on any challenge. The drug banishes fatigue and hunger, and reportedly increases sexual interest and performance. These effects last 15-30 minutes -- at monetary cost of approximately $3 per minute.. .

Some men, women, and teens -- and their number is growing -- become so enamored of the initial high that re-experiencing it becomes obsessive. Frequency and dosage escalate. When such a user comes down off the drug, when he "crashes," the euphoria is replaced by fatigue, depression, irritability and sometimes by psychotic reactions."

From "800 Cocaine" by Mark S. Gold, M.D.

Users "coming down" from a high can be very nasty and violent. For the cocaine user, _the first step_ of the high is euphoric, with feelings of heightened pleasure, and the user is very verbal, lucid and confident. In the _dysphoric phase_, anxiety and depression begin to set in, and the user consumes increasing quantities of the drug to maintain the original euphoria. _The third stage_ is accompanied by tactile, auditory and visual hallucinations due to central nervous system over-stimulation. _The final stage_ brings paranoia, acute frustration, anxiety, depression and the thoughts of suicide. It is quite common for cocaine users to consume large quantities of alcohol, since they say it diminishes the anxiety and the depression associated with temporary cessation of heavy cocaine use.

Crack is the product of a chemical change in which cocaine is changed from a salt to a freebase crystalline alkaloid. Crack is a powerful central nervous system stimulant. The crack high is quickly followed by an intense low, characterized by depression, anxiety and impaired concentration. Crack has increased risks of overdose. It is a more potent form of cocaine and enters the blood stream more quickly and in higher concentrations - particularly risky since smoking the drug makes it difficult to estimate dosage.

OTHER DRUGS

Inhalant use is rising among children between the ages of 12 and 17. These substances are readily available in household products. Airplane glue, correctional fluids and aerosol food products are inexpensive products that can cause irregular heartbeats, breathing problems, convulsions and sudden death. Inhalants pose a *higher immediate risk* than marijuana or speed. Death can be immediate with the *first* use. Psychological dependence is possible, and permanent damage to lungs, brain, liver and bone marrow may result.

PCP (Angel Dust) is unpredictable and can produce erratic and violent behavior in users. These actions can be directed at themselves or others, and in some cases have led to injury or death. PCP is an animal tranquilizer that is inexpensive and readily available. It may be sprinkled on marijuana cigarettes to increase the high. There is no way for the user to know if his pot is "pure" or contains this or other very dangerous and often lethal "additives."

Amphetamine and methamphetamine (stimulants, speed) use among teenagers is again on the rise. Speed can cause psychological dependence. Depending upon the dose and method of use (oral or injection), effects of the drug can range from overactivity and loss of appetite to extreme confusion, irrational and dangerous behavior, violence, acute paranoia and toxic psychosis.

Pseudo-speed (look alikes) is the generic term given to capsules and tablets containing various combinations of non-controlled drugs, such as phenylpropanolamine hydrochloride, caffeine, and ephedrine. (Low doses of these are the active ingredients in over the counter diet pills.)

Barbiturates and other depressants (downers) are highly addictive, and unsupervised withdrawal is more dangerous than heroin withdrawal. These pills can lead from drowsiness to sleep, to coma and possible death. Combined with alcohol the "synergistic" effect has been responsible for many accidental deaths. ("Synergy" means that the effect of two depressants is not double, but an unkno multiple of the single effect.) Suicidal depression ma be a side effect of barbiturate abuse.

Hallucinogens (LSD) are mind-altering drugs which cause very unpredictable and irrational behavior which may result in serious injury or death to the user. This colorless, odorless drug causes visual and auditory hallucinations. Use may also cause flashbacks, paranoia, and permanent brain damage.

Adolescence is a critical period in the physical, emotional and social development of a person. If a child uses alcohol or other drugs, he does not properly learn to:

- **cope with life's stresses**
- **build meaningful relationships**
- **handle his emerging sexuality**
- **develop a strong sense of self.**

WHAT DO ADOLESCENTS NEED?

ADOLESCENCE - A teen said to me, "A lot of people have talked about alcoholism being a disease. I think adolescence is a disease."

Healthy families have stress and crises just as dysfunctional families do.

ADOLESCENTS NEED:

1. Clear limits.
2. Discipline.
3. Positive role models.
4. Opportunities to honestly express their feelings and thoughts.
5. Permission to fail and to try again.
6. Opportunities to laugh and to be happy.
7. Opportunities to be successful.
8. Structured family activities.
9. Consistency.
10. Encouragement to take appropriate risks.
11. Accurate information about drugs, alcohol, etc.
12. Communication and support from important adults.
13. To be trusted.
14. Positive peer influence.
15. To be encouraged to be responsible.
16. To be respected.
17. To be loved.
18. To deal with crisis and stress in a positive way.
19. Parents who are loyal to, and supportive of, each other and the family unit.
20. A Higher Power.

Peter M. Palanca, M.A., C.A.C.
Ingalls Hospital
Harvey, Illinois

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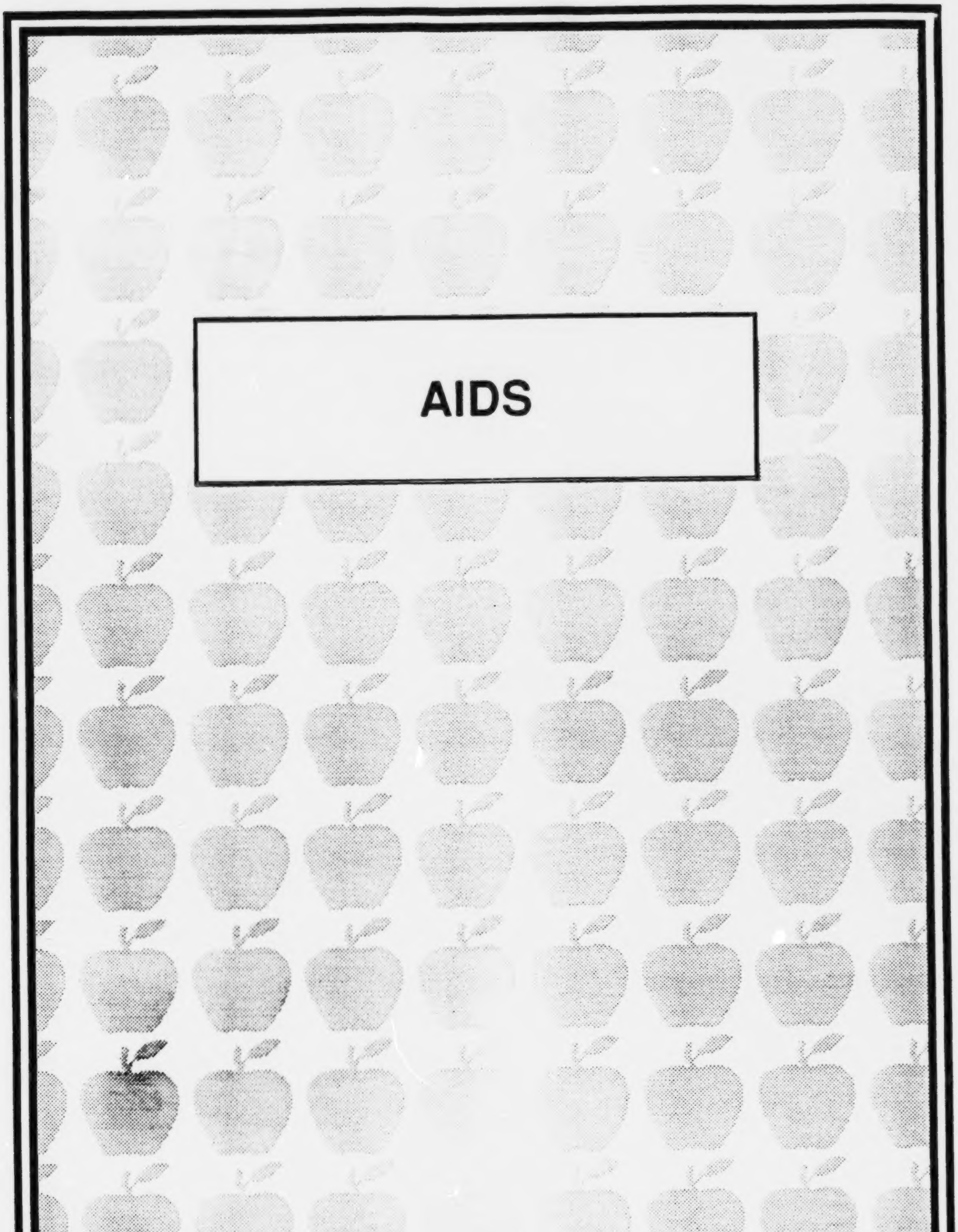

AIDS

Key Concept:

Young people need to know about AIDS and the specific actions they can take to protect themselves and their loved ones from being infected.

are injuries or accidents. The precautions already in place are very adequate for preventing transmission of disease agents including the AIDS virus. Remember that HIV is easily killed outside the body. The chance of transmitting HIV in the school setting is virtually non-existent.

Since causal social contact will not spread HIV, your child can engage in normal activities such as:

- sharing food or eating utensils
- sharing the bathroom
- hug or kiss on the cheek
- use public swimming pools
- shake hands
- be friends with infected persons

Is There A Cure?

No! Right now there is no cure for HIV infection. Doctors can only treat the opportunistic infections. A large amount of research is being done to find a vaccine. In the future, certain drugs may be found to be effective. Practicing prevention and staying informed is the best defense against this infection.

Why Is AIDS Education in Schools So Important?

Children will need to know the truth about HIV infection especially if a classmate becomes infected. With the correct information and attitude they will be able to show concern and compassion for other children and families affected by AIDS.

Teaching the facts about AIDS to young people is an essential part of the battle against the spread of this deadly disease. Because teens are in a period of their lives when they are apt to experiment with drugs or engage in sexual activities, they form a population at potentially high risk for contracting this disease. For the sake of your child's present and future health, we urge you to inform them now about AIDS.

What Is "Safe Sex?"

Practicing safe sex means that people must take necessary precautions every time they have a sexual encounter. This is usually done to prevent getting a sexually transmitted disease. Since HIV is primarily passed from one person to another during sexual contact, safe sex can help to control the spread of this virus. As a result, the number of AIDS cases may be kept as low as possible. The following is a list of safe sex guidelines:

- Do not have sex with persons known to be infected.
- Do not have sex with persons in the high risk groups.
- Try to get to know your partner before being intimate. Be selective!
- Limit the number of people with whom you have sex. It is best to have only one sex partner.
- Use a condom when having sex, especially with a partner you do not know well. Condoms limit the exchange of blood, semen and vaginal secretions. A sperm killing foam or jelly can also be used to inactivate the virus.
- Be careful to avoid contact with body fluids if you have cuts on the skin or mucous membranes.

What about Aids Testing?

There is a blood test which detects the presence of antibodies to the AIDS virus. The test can only tell if a person has been infected with this virus at some time. It cannot tell whether a person will develop AIDS. Those who feel they may have been exposed to the virus are urged to be tested. Contact your doctor or county health department for information about AIDS and HIV antibody testing.

Source: Allegheny County Health Department,
3441 Forbes Ave., Pittsburgh PA 15213

Answers to Parents' Questions

about AIDS

AIDS is a relatively new disease that has become a concern to us all. We know that AIDS is caused by a virus. It invades and damages the immune system. The body's ability to fight off other types of infection is then severely weakened. Infection with this virus gives other organisms the opportunity to take advantage of your damaged body defenses. A person with normal immunity does not contract these "opportunistic" infections.

Most parents are aware of AIDS and may be concerned about it. They wonder how it will affect their children's future. They need to know the facts about AIDS. This brochure will answer some questions most commonly asked by parents. The information given here may help in discussing AIDS with children and to calm the fears that arise.

What Exactly Is AIDS?

AIDS stands for Acquired Immune Deficiency Syndrome. It is caused by a virus called human immunodeficiency virus (HIV). This virus is very susceptible to soap and water, household detergents and air drying. It cannot live outside the body for long, so it is not easily transmitted like a cold or flu. However, once inside the body it gets into the blood stream and infects the cells responsible for directing the activities of the immune system.

How Does HIV Enter the Body?

The virus must be passed from one person to another by infected blood, blood products or body fluids. This may occur in several ways:

- during intimate sexual contact
- during the sharing of needles for the use of intravenous drugs
- by receiving blood or blood products for medical reasons
- an infected pregnant woman can pass HIV to her child before, during or after birth.

Blood and semen are the most infectious body fluids. Vaginal secretions, urine, feces and breast milk may also carry HIV. Small amounts have been found in saliva and tears, but it appears that casual social contact with these fluids does not cause infection. Contact with saliva, through oral sex and deep kissing may spread the virus, but this is a low risk. The virus does not penetrate unbroken skin. However, it can get in through tiny cuts on the skin or mucous membranes.

Who Gets AIDS?

Most cases of AIDS have occurred in people who are considered high risk for catching HIV. They are:

- homosexual or bisexual men
- intravenous drug users
- persons who need blood or blood products for medical reasons
- sex partners to anyone in the above groups
- children born to infected mothers.

So far, most of the cases have fallen into one of these groups, but it is increasingly evident that more cases from outside the high risk groups will be reported in the future. For instance, heterosexuals who have many partners or who have sex with those they do not know are at increased risk.

What Happens If You Catch HIV?

There are three stages of HIV infection. A person may or may not go through all three stages.

First stage: HIV is in the body but there are no symptoms. Persons in this stage are considered infectious carriers.

Second stage: This is called ARC for AIDS Related Complex. People experience some symptoms which may include the following:

- unintentional weight loss
- unexplained tiredness
- fever
- night sweats
- swollen glands
- diarrhea
- oral thrush, a fungal infection of the mouth or throat

If any of these symptoms develop for more than two or three weeks, or if they keep coming back, see a doctor.

Third stage: This is known as AIDS. This stage is characterized by a badly damaged immune system and one or more opportunistic infections. A variety of uncommon diseases or cancer may affect different areas of the body. A person in this stage is still infectious.

- Remember that not everyone develops ARC or AIDS after being infected with this virus.
- Remember also that it may take from one to seven years for symptoms to appear.

Can My Child Attend School or Day Care Center with a Child Who Is Infected with HIV?

Yes! Studies have shown that the casual contact that children have in school is not an effective way for them to catch the virus. Most schools have policies for infection control when there

What Is HIV Infection? And What Is AIDS?

Young People Do Get AIDS

Many people think that young people don't get AIDS. That's not true. AIDS can affect anyone—of any age, of any ethnic or racial background—who engages in behavior with an infected person that can transmit HIV, the virus that causes AIDS.

As of spring 1989, more than 18,000 people aged 20-29 have been diagnosed with AIDS. Because a person can be infected with the virus that causes AIDS for as long as 10 or more years before the signs of AIDS appear, a significant number of these young people would have been infected when they were teenagers.

Many teens engage in behaviors that increase their risk of becoming infected. Adults sometimes have no idea that the young people they know may be having sexual intercourse or experimenting with intravenous (IV) drugs. These activities can increase their risk of infection with the virus that causes AIDS.

All young people need to know about AIDS and the specific actions they can take to protect themselves and their loved ones from becoming infected. Let's begin with the basics.

What Is AIDS?

AIDS stands for ***acquired immunodeficiency syndrome***, a disease in which the body's immune system breaks down. The immune system fights off infections and certain other diseases. Because the system fails, a person with AIDS develops a variety of life-threatening illnesses.

Some Disturbing Facts

Surveys have found that:

- the average age for a girl in the United States to have sexual intercourse for the first time is 16. The average age for a boy is 15.5.
- it is estimated that 2.5 million teens are infected with sexually transmitted diseases (venereal diseases—VD) each year. The virus that causes AIDS is sexually transmitted.
- 60 percent of all American high school seniors have used illegal drugs. Some of these drugs are injected. The virus that causes AIDS is spread through the sharing of IV drug needles or syringes.

AIDS Is Caused By HIV Infection

AIDS is caused by the virus called the ***human immunodeficiency virus***, or HIV. A virus is a small germ that can cause disease.

If HIV enters your bloodstream, you may become infected with HIV. A special blood test can detect HIV infection.

A person who is infected can infect others, even if no symptoms are present. You cannot tell by looking at someone whether he or she is infected with HIV. An infected person can appear completely healthy.

Even when no symptoms are visible, however, anyone infected with HIV should be under a doctor's care.

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People infected with HIV can develop many health problems. These can include extreme weight loss, severe pneumonia, a form of cancer, and damage to the nervous system. These illnesses signal the onset of AIDS. In some people, these illnesses may develop within a year or two. Others may stay healthy for as long as 10 or more years before symptoms appear.

No one will develop AIDS unless he or she has been infected with HIV. By preventing HIV infection, we can prevent AIDS.

Source: "Information About Parents, Teenagers and AIDS" from the Center for Disease Control, 1600 Clifton Road, Atlanta, Georgia 30333, 1989.

Talking With Young People About HIV Infection And AIDS

Young people today often face tough decisions about sex and drugs. Most likely, you will not be with the children you care about when they face these choices. But if you talk to them about decision making and AIDS prevention now, you can help them resist peer pressure and make informed choices that will help protect their health, now and for the rest of their lives.

Think Of Yourself As A Counselor

When talking with a young person about HIV infection and AIDS, think of your role as that of counselor, advisor, coach, best friend, or guide. Your goal: to help a young person learn how to make smart decisions about how to act in a healthful manner and avoid infection with HIV.

Tips For Starting A Conversation

You can start talking about HIV infection and AIDS at any time and in any way you choose. If you find it awkward to bring the topic up, you can look for cues that will help you. Here are some examples:

The Media. You can find plenty of cues in the media, which give HIV infection and AIDS a lot of attention. Look for stories about AIDS and advertisements about HIV prevention on television, on the radio, in newspapers, and in magazines. Start a conversation by commenting on one of them or asking a young person how he or she feels about it.

School. Ask a young person what he or she is learning in health, science, or any other class about HIV infection and AIDS. Use the answer to launch your conversation.

Deciding What Young People Need To Know

As an adult who knows the young people you will talk with, you are in the best position to decide what they need to know about HIV infection and AIDS.

Think carefully about their knowledge and experience. How old are the children? How much do they already know about HIV infection, AIDS, and other related subjects, such as sex and drug use? Where have they gotten their information? From friends? School? Television? You? Is it likely to be accurate?

Also ask yourself these questions: Is it possible that the young people you will be talking with are sexually active? Have they tried drugs? Do they spend time with people who do these things?

In addition, consider your family's religious and cultural values. Do you want to convey these in the conversation? How will you get them across?

These are important questions. Answering them will help you stress the information that the young people in your life most need to know.

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Community. Local events, such as AIDS benefits or health fairs, can serve as handy conversation starters. You might even propose going to such an event with a young person as an educational experience.

Children May Ask. Don't be surprised if a young person asks you directly about HIV infection and AIDS. You can also use young people's questions about related topics, such as dating or sex, to lead into a conversation about HIV infection and AIDS.

How To Keep The Conversation Running Smoothly

It Can Be A Challenge. Talking about HIV infection and AIDS can be difficult. You may feel uncomfortable just thinking about it. That's understandable. If you are nervous or embarrassed, don't be afraid to say so. Bringing your feelings into the open can help break the tension. Besides, a young person will sense your uneasiness even if you don't mention it.

Review The Facts. You don't have to be an expert to talk with a young person about HIV infection and AIDS. But you should understand the basic facts so that you will deliver the right information. This guide will help you become familiar with the key facts. Talking about the facts with another adult may help you feel more comfortable as you prepare to talk with young people.

Step Into A Young Person's Shoes. What kinds of things did you do when you were the age of the young person with whom you plan to speak? How did you think? The better you understand a young person's point of view, the more effectively you'll be able to communicate. Also, thinking of some important differences between the world a child grows up in today and the one you grew up in can help you make your discussion timely and relevant.

Have A Mutual Conversation. A conversation is an *exchange* of ideas and information, not a lecture. Encourage the young person with whom you speak to talk and ask questions. Ask about his or her thoughts, feelings, and activities. Show that you want to learn from a young person just as you hope he or she will learn from you.

Listen. Listen to the young person with whom you speak as closely as you hope he or she will listen to you. Stop talking if he or she wants to speak. Give him or her your full attention, and make eye contact.

Be Upbeat. Try to show a positive attitude as you lead the discussion. A critical, disapproving tone can prompt a young person to ignore you.

Don't Get Discouraged. Young people often challenge what they hear from adults. If a young person questions what you say, try not to get into an argument. Encourage the young person to check your information with another source, such as the National AIDS Hotline (1-800-342-AIDS). You can also show him or her some of the information in this guide, especially the handout for his or her age group. If your first conversation is cut short for any reason, don't give up. It is important to try again.

Smart Decisions: Young People Can Make Them With Your Help

Even though young people may not ask for it, they often want guidance from adults. You can offer guidance to the young people you care about by helping them develop the skills to make smart decisions—decisions about their education, their social life, their health. Just as important, you can help young people to understand that they have the ability—and the responsibility—to make the key decisions that can prevent the spread of HIV and AIDS.

Young People Do Make Decisions. Young people often feel they have no control over their lives. Adults tell them when to go to school, when to be home, when to go to bed, and when to wake up. It's important to help them see that they make decisions about their lives every day, such as what music they listen to and whom they spend time with. Point out that they also make—or will make— tough choices with serious consequences about sex and drugs.

Cause And Effect. Many young people do not fully understand the direct relationship between their decisions and the consequences that may result. In your role as a counselor or guide, you can help them see that thoughtful decisions can bring them direct benefits and save them from harsh consequences, such as HIV infection and AIDS.

Recognize Peer Pressures. Young people's decisions are often strongly influenced by pressure to conform with friends and acquaintances. Peer pressure can also cause young people to act on impulses rather than to think through their decisions.

You can help the young people with whom you speak consider the effects of peer pressure. Point out that it is okay to act according to their best judgment, not according to what friends encourage them to do. Suggest that their friends may be testing limits and looking for support in making sound choices. Talk about the difficulties you may have had defying peer pressure. Then talk about the reasons you are glad you did.

Source: "Information About Parents, Teenagers and AIDS" from the Center for Disease Control, 1600 Clifton Road, Atlanta, Georgia 30333, 1989.

Common Questions, Accurate Answers

An important part of being ready to talk to young people about preventing HIV infection and AIDS is being able to answer questions they may ask.

If someone asks you a question about HIV infection or AIDS and you do not know the answer, it's okay to say you don't know. Don't make up an answer — faking it often does more harm than good.

Treat a tough question as a chance to show the questioner how to get information about HIV infection and AIDS independently. You, or anyone else, can get accurate answers to difficult questions by calling your local AIDS hotline or the National AIDS Hotline (1-800-342-AIDS). You do not have to give your name, and the call is free.

To help you answer questions that might come up, here are some commonly asked questions with medically correct answers:

If somebody in my class at school has AIDS, am I likely to get it too?

- No. HIV is transmitted by sexual intercourse, needle sharing, or infected blood. It can also be given by an infected mother to her baby during pregnancy, birth, or very rarely, breast-feeding.
- People infected with HIV cannot pass the virus to others through ordinary activities of young people in school.
- You will not become infected with HIV just by attending school with someone who is infected or who has AIDS.

Can I become infected with HIV from "French" kissing?

- Not likely. HIV occasionally can be found in saliva, but in very low concentrations—so low that scientists believe it is virtually impossible to transmit infection by deep kissing.
- The possibility exists that cuts or sores in the mouth may provide direct access for HIV to enter the bloodstream during prolonged deep kissing. Still, most scientists agree that it would take a great deal of saliva to transmit the virus this way.
- There has never been a single case documented in which HIV was transmitted by kissing.
- Scientists, however, cannot absolutely rule out the possibility of transmission during prolonged, deep kissing.

Can I become infected with HIV from oral intercourse?

- It may be possible.
- Oral intercourse often involves semen, vaginal secretions, or blood—fluids that can contain HIV.
- HIV is transmitted by the introduction of infected semen, vaginal secretions, or blood into another person's bloodstream.
- During oral intercourse, the virus might be able to enter the bloodstream through tiny cuts or sores in the mouth.

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As long as I use a condom during sexual intercourse, I won't get AIDS, right?

- Far from being foolproof, condoms may break during intercourse.
- Condoms have been shown to help prevent HIV infection and other sexually transmitted diseases. Condoms in combination with a spermicide are the best preventive measure against the AIDS virus besides not having sex.
- You have to use them properly. And you have to use them every time you have sex—vaginal, anal, and oral.
- The only sure way to avoid infection through sex is to abstain from sexual intercourse, or engage in sexual intercourse only with someone who is not infected.
- For more information about condoms, see the question on how to use a condom.

My friend has anal intercourse with her boyfriend so that she won't get pregnant. She won't get AIDS from doing that, right?

- Wrong. Anal intercourse with an infected partner is one of the ways HIV has been most frequently transmitted.
- Whether you are male or female, anal intercourse with an infected person is very risky.

If I have never used intravenous drugs and have had sexual intercourse only with a person of the opposite sex, could I have become infected with HIV?

- Yes. HIV does not discriminate. You do not have to be homosexual or an intravenous drug user to become infected.
- Both males and females can become infected and transmit the infection to another person through intercourse.
- If a previous sexual partner was infected, you may be infected as well.

Is it possible to become infected with HIV by donating blood?

- No. There is absolutely no risk of HIV infection from donating blood.
- Blood donation centers use a new, sterile needle for each donation.

I had a blood transfusion three years ago. Is it likely that I am infected with HIV?

- It is highly unlikely. All donated blood has been tested for HIV infection since 1985.
- Donors are asked if they have practiced behaviors that place them at increased risk for HIV. If they have, they are directed not to donate blood.
- Today the American blood supply is extremely safe.
- Even though it is highly unlikely that you became infected with HIV from a transfusion three years ago, there is an extremely remote possibility that infected blood was used. If you are very concerned, you should see your doctor or seek counseling about getting an HIV antibody test. Call the National AIDS Hotline (1-800-342-AIDS) or your local health department to find out about counseling and testing facilities in your area.

Can I become infected with HIV from a toilet seat or other objects I routinely use?

- No. HIV does not live on toilet seats, or other everyday objects, even those on which body fluids may sometimes be found. Other examples of everyday objects are doorknobs, phones, and drinking fountains.

Can I become infected with HIV from a mosquito or other insects?

- You won't get AIDS from a mosquito bite. The AIDS virus does not live in a mosquito, and it is not transmitted through a mosquito's salivary glands like other diseases such as malaria or yellow fever. You won't get it from bed bugs, lice, flies, or other insects, either.

A friend of mine told me that as long as I am taking birth control pills, I will never get AIDS. Is this true?

- No. Birth control pills do not protect against HIV.
- You can become infected with HIV while you are taking birth control pills.
- The only sure way not to become infected is to:
  —avoid needle sharing.
  —abstain from sexual intercourse, or engage in sexual intercourse only with a partner who is not infected.
- Latex condoms (though not foolproof) are known to help prevent the transmission of HIV. Condoms can break during intercourse. Use them properly *every* time you have sex.
- Even if you are taking the pill, you should use a condom if you plan to have sex with someone whom you do not know to be uninfected.

I think I might have been infected two months ago when I had intercourse without a condom with someone I didn't know. Should I get an HIV test?

- You should seek counseling about the need for HIV testing.

What do I do if I think I am infected with HIV?

- Remember, you must have engaged in behaviors that place you at risk for HIV infection. Those behaviors include:
  —sharing needles with an infected person.
  —having sexual intercourse with an infected person.
- If you are still concerned, you need to talk to someone about getting an HIV test that will determine if you are infected. That person might be a parent, doctor, or other health care provider, or someone who works at an AIDS counseling and testing center.
- Call the National AIDS Hotline (1-800-342-AIDS) to find out where you can go in your area to get counseling about an HIV test. You don't have to give your name, and the call is free. You can also call your State or local health department. The number is under "Health Department" in the Government section of your telephone book.
- Your doctor may advise you to be counseled and tested if you have hemophilia or have received a blood transfusion between 1978 and 1985.

What is the proper way to use a condom?

You can decrease your chances of infection with AIDS or any other sexually transmitted disease if you follow this list of simple instructions:

- Use a condom every time you have sex—anal, oral, or vaginal.
- Use condoms made of latex rubber. Latex serves as a barrier to the virus. "Lambskin" or "natural membrane" condoms are not as good because of

the pores in the material. Look for the word "latex" on the package.

- As soon as the penis becomes erect, put the condom on it.
- Leave a small space in the top of the condom to catch the semen, or use a condom with a reservoir tip. Remove any air that remains in the tip by gently pressing toward the base of the penis.
- It's better to use a condom together with a spermicide. Use the spermicide in the tip and outside the condom, as directed in the labeling.
- When you use a lubricant, check the label to make sure it is water-based. Do not use petroleum-based jelly, cold cream, baby oil, or other lubricants such as cooking shortening. These can weaken the condom and cause it to break.
- If you feel the condom break while you are having sex, stop immediately and pull out. Do not continue until you have put on a new condom.
- After climax (ejaculation), withdraw while the penis is still erect, holding on to the rim of the condom while pulling out so that it doesn't come off.
- Never use a condom more than once.
- Don't use a condom that is brittle or that has been stored near heat or in your wallet or glove compartment for a long time. Check the package for date of expiration.
- A condom can't do you any good if you don't have one when you need it.

I think my son may be having sexual relations with other males. Is there any information in addition to the materials in this guide that I need to know about before I talk to him about HIV and AIDS?

- The information presented in this guide is pertinent for all youth, regardless of their sexual orientation.
- HIV does not discriminate. It is not who you are, but what you do that determines whether you can become infected with the virus.
- A condom should be used when having any type of intercourse. However, condoms are not foolproof and may break.

Source: "Information About Parents, Teenagers and AIDS" from the Center for Disease Control, 1600 Clifton Road, Atlanta, Georgia 30333, 1989.

Deciding What To Say To Younger Children (Late Elementary And Middle School Aged)

Since most children in this age group are not sexually active or trying drugs, you may decide that the young people you speak with do not need to know the details of how HIV is transmitted through sexual intercourse and IV drug use. However, if you think they may be considering or may be doing things that put them at risk of infection, you will need to be sure they know the risks regardless of their age.

Children this age probably have heard about AIDS and may be scared by it. Much of what they have heard may have been incorrect. To reassure them, make sure they know that they cannot become infected through everyday contact, such as going to school with someone who is infected with HIV.

Children also may have heard myths and prejudicial comments about HIV infection and AIDS. Correct any notions that people can be infected by touching a doorknob or being bitten by a mosquito. Urge children to treat people who are infected with HIV or who have AIDS with compassion and understanding, not cruelty and anger. Correcting myths and prejudices early will help children protect themselves and others from HIV infection and AIDS in the future.

Consider including the following points in a conversation about HIV infection and AIDS with children in the late elementary and middle school aged levels:

- AIDS is a disease caused by a tiny germ called a virus.

- Many different types of people have AIDS today—male and female, rich and poor, white, Black, Hispanic, Asian and Native American.

- As of spring 1989, more than 18,000 people aged 20-29 have been diagnosed with AIDS. Because a person can be infected with HIV for as long as 10 or more years before the signs of AIDS appear, a significant number of these young people would have been infected when they were teenagers.

- AIDS is not easy to get.

- There are many myths about AIDS. (Correct some of them if you can.)

- You can become infected with HIV either by having sexual intercourse with an infected person or by sharing drug needles or syringes with an infected person. Also, women infected with HIV can pass the virus to their babies during pregnancy or during birth.

- A person who is infected can infect others in the ways described above, even if no symptoms are present. You cannot tell by looking at someone whether he or she is infected with HIV. An infected person can appear completely healthy.

- People who have AIDS should be treated with compassion.

Source: "Information About Parents, Teenagers and AIDS" from the Center for Disease Control, 1600 Clifton Road, Atlanta, Georgia 30333, 1989.

Deciding What To Say To Teenagers (Junior And Senior High School Aged)

Teens need to know a lot more about HIV infection and AIDS than do younger children. Teens are more likely to face choices about drug and alcohol use, and sex.

Because HIV is spread through sexual intercourse or sharing drug needles and syringes, teens need to learn how to make decisions that keep themselves and others from being infected with HIV. Because alcohol and drugs can cloud thinking, teens need to learn that using these substances can cause them to make decisions which can put them at risk.

Like younger children, teens also must learn to distinguish myths from facts about HIV infection and AIDS. They need to learn about the issues that the disease poses for society, such as the importance of opposing prejudice and discrimination. Discussing all of these things will help equip teens to make decisions that can prevent the spread of HIV infection and AIDS.

In a conversation with a teen, consider including the following points about making decisions, HIV infection, and AIDS:

- Give a definition of AIDS.
- Give a definition of HIV infection.
- Point out that as of spring 1989, over 80,000 Americans have AIDS and that more than 18,000 of them are between the ages of 20 and 29. A significant number of these people would have been infected when they were teenagers.
- Explain how HIV is transmitted from one person to another.
- Explain how to avoid HIV infection from sex.
- Explain how HIV is transmitted through drug use.
- Discuss how to join the community response to AIDS.
- Give your thoughts on the importance of understanding and compassion toward people with AIDS.
- Talk about the importance of eliminating prejudice and discrimination related to AIDS.

Becoming Infected Through Sexual Intercourse

Many teenagers are sexually active. Sexual intercourse with an infected partner is one way to become infected with HIV. ***Avoiding sexual intercourse is one sure way to avoid infection with the virus.*** In deciding what you want to say to a young person about sex, you may want to consider these ideas:

Delay Sexual Intercourse. You may want to bear in mind that the idea of delaying sexual intercourse conflicts with the many sexual messages young people encounter

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every day on television, in movies, at school, and from friends. Many young people conclude that "everyone is doing it."

By discussing the benefits of delaying sexual intercourse, you can help a young person make a wise and informed decision about when to become sexually active. You may wish to emphasize the following benefits of delaying sexual intercourse:

- Most religious, cultural, and social traditions and family values favor postponing intercourse until marriage.
- The longer sexual intercourse is delayed, the longer the guarantee of one's safety from all sexually transmitted diseases, including HIV infection. Every 13 seconds a teen in the United States gets a sexually transmitted disease.
- Delaying sexual intercourse gives a person time to be sure he or she is physically and emotionally ready to engage in a sexual relationship.
- Delaying sexual intercourse helps prevent unwanted pregnancy. Every 30 seconds a teen in the U.S. gets pregnant.

How To Avoid Risky Situations. Even young people who truly intend to delay sexual intercourse can have trouble refusing strong persuasion. You can help them succeed by talking with them about how to anticipate and avoid situations in which they might be pressured to have sex.

For instance, pressure can arise when two people are alone at one of their homes or in a car parked on "lovers' lane." Tell young people that when such a situation occurs, they can refuse verbally, or they can simply leave. If they cannot walk home, they can call a friend or a parent to pick them up. Advise them to have change with them at all times so that they will be able to use a public telephone.

Explain to them that *no one* has the right to force them to have sexual intercourse, and then tell them some effective ways to refuse. You may want to consider the suggestions in the following section.

How To Say No To Risky Activities. Young people will be more likely to refuse activities that place them at risk for HIV infection if you suggest some effective ways to say no.

For instance, when you talk about sex and HIV infection, discuss ways to say no to sex. You might suggest some of the following examples, or use your own.

- "I am just not ready for it yet."
- "I know it feels right for you and I care about you. But I'm not going to do it until I'm sure it's the right thing for me to do."
- "I care about you but I don't want the responsibility that comes with sex."
- "I think sex outside of marriage is wrong."
- "I feel good about not having sex until I'm married. I've made my decision and I feel comfortable with it."

Ask the young people you talk with to think of some of their own ways to say no and to practice them with you.

What Can They Do Instead? Only telling young people what they shouldn't do can make a parent sound very negative. It will be helpful to discuss some risk-free alternatives. Young people will be better able to choose safe behaviors if you tell them ways to express their romantic feelings without risk of HIV infection.

You can make a list of these activities and review it during your conversation. Ask the young people you talk with to suggest some of their own ideas.

If You Think A Teen Is Sexually Active. Short of abstaining from sex, the best way to protect oneself from sexually transmitted diseases, such as HIV infection, is to have sex only with one faithful, uninfected partner in a long-term relationship.

It is crucial that people understand that the more sexual partners they have, the greater their risk of getting a sexually transmitted disease, such as HIV.

You can also help young people avoid dangerous sexual decisions by stressing that young people should avoid making decisions about sexual intercourse while under the influence of alcohol or other drugs. These substances cloud judgment and lower inhibitions, and people with clouded judgment are more likely to take sexual risks that will increase their chance of HIV infection.

You may wish to discuss the importance of using a condom, although use of a condom is not a foolproof method. Such discussion may help young people make wise decisions that will reduce the risk of HIV infection during sexual intercourse. Condoms provide a barrier and, if used correctly, greatly reduce the risk of infection with sexually transmitted diseases, including HIV. People who decide to be sexually active outside a mutually faithful, long-term relationship with an uninfected partner should understand the importance of using a condom every time they have sexual intercourse.

For more detailed information about how to use a condom, read the part of this guide called "Common Questions, Accurate Answers."

Preventing HIV Transmission Caused By Needle Sharing

HIV often spreads among people who share needles and syringes. If you know young people who use needles for a medical reason (such as people with hemophilia or diabetes), make sure they use and dispose of their needles properly. Needles should be used only under a doctor's order and should never be shared.

In your role of counselor or guide, it is vital that you urge young people not to use drugs. Many drug users face a short, bleak future—jail, hospitalization, or an early grave—and drug use increases their risk of HIV infection.

If you talk with a young person about drug use and HIV infection, talk about ways to say no to drugs. You might suggest some of the following ways, or use examples of your own:

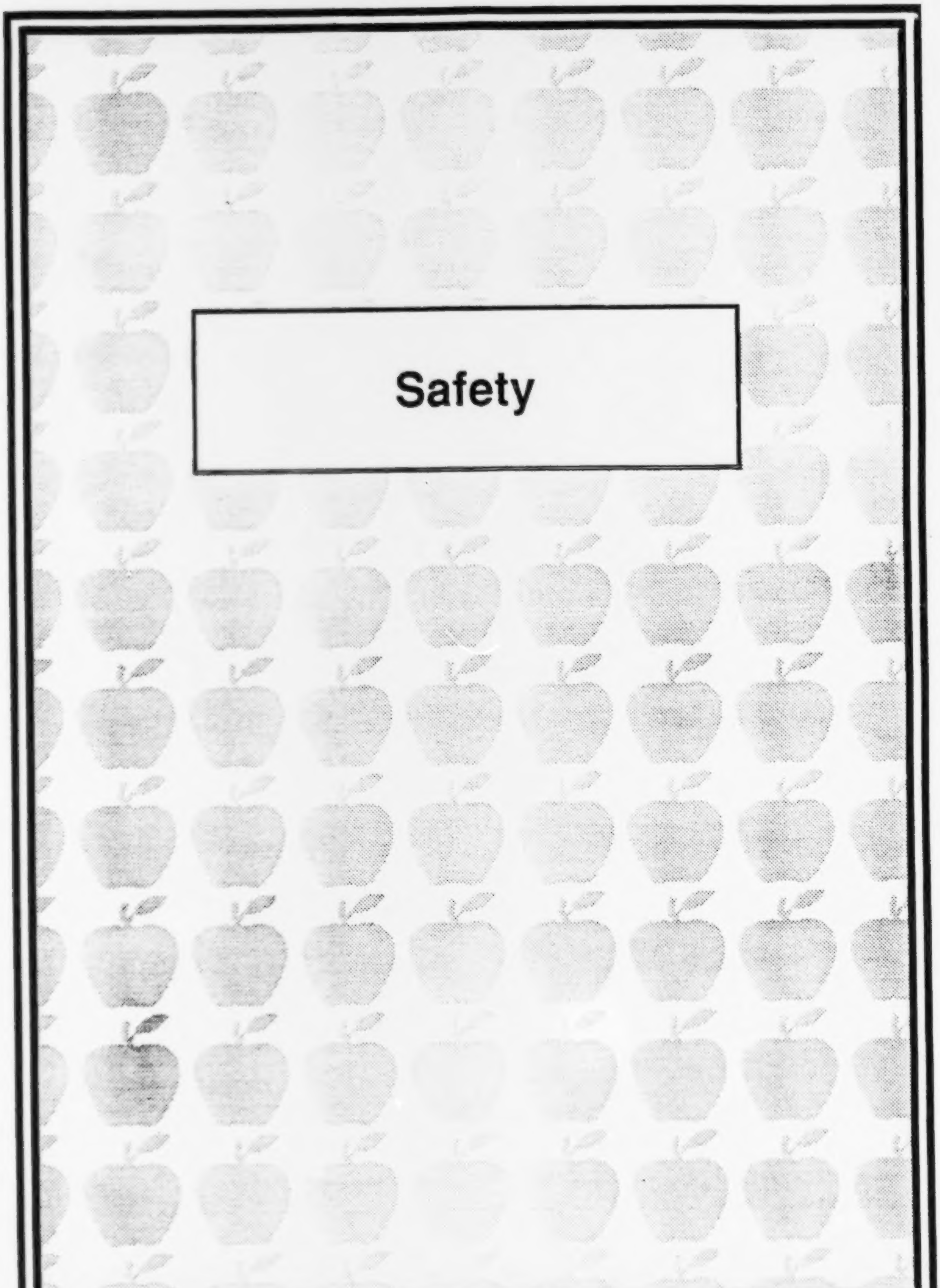
- "I just don't want to take drugs."
- "I don't want to lose my job. Drugs and work don't mix."
- "I want to be a good athlete. Drugs will harm my body."
- "I want to go to college. I can't risk getting hooked on drugs."

- "I want to join the Army. Drugs could blow my chances."
- "Drugs are illegal. I won't break the law."
- "When I take drugs, I don't feel in control. I don't like that feeling."
- "I love my life. Drugs can kill me."

Ask the young people you talk with to think of their own ways to say no to drugs and practice them with you.

If you think a young person you know has a drug problem, get professional help now. Contact your doctor, local health department, or social service agency to find out who can help you in your community. Call the 24-hour hotline of the National Institute on Drug Abuse (1-800-662-HELP) to find out where you can get help in your area.

Source: "Information About Parents, Teenagers and AIDS" from the Center for Disease Control, 1600 Clifton Road, Atlanta, Georgia 30333, 1989.



Safety

Missing Children

MISSING CHILD EDUCATIONAL PROGRAM

1-800-325-5604

Franklin B. Walter
Superintendent of Public Instruction

Ohio Department of Education
65 South Front Street
Columbus, Ohio 43215

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This information was compiled from material provided by the National Center for Missing and Exploited Children and other sources. It reflects conditions in various states and is not specific to Ohio. Distribution of this information is in accordance with Section 3301.25, Ohio Revised Code.

PARENT SAFETY RULES -

Do not assume that it can't happen to you.

Never leave your child unattended. Never leave your child alone in the car or around shopping areas.

Be involved in your child's activities.

Question any gifts or money your child brings home.

Listen to your child. Be watchful of any strong bond between an adult and your child. If your child does not like to be with someone, find out why.

Teach your child to use caution when alone in public restrooms. If they are approached suspiciously, they should leave immediately. If someone prohibits this, they should scream!

Teach your child about tricks people may use to get them to go with them.

Know how and where you can obtain your child's medical and dental records. Have your child fingerprinted and keep the card in a safe place. Update your child's height and weight on an annual basis. Keep a current photograph of your child. Have a copy of birth certificates, record of birthmarks, etc.

Interview all new babysitters. Consideration should be given to asking for personal references.

Be aware that putting your child's name on T-shirts, books, etc., puts him/her on a first name basis with a potential abductor.

When your child goes out at night, know where he is going and the time expected home.

If your child is riding with friends, know the tag number of the car.

When traveling, know the route your child plans to take.

Teach your child to scream "I don't know you," if someone attempts to force him to accompany them.

Do not tell your children that they must always obey implicitly anyone in authority. Never force them to touch someone they don't want to touch or to be touched by someone by wnom they don't want to be touched.

Teach your child there are certain ways that adults, older children, babysitters, etc. should not touch them. Make information about sexual abuse a part of general teaching of personal safety. Teach children the correct terms for their body parts.

Warn your children never to accept a gift, treat, a ride, etc. from a stranger. They should ignore a stranger's request for directions or assistance ("help me find my dog," "show me the way to," "I need your help to," etc.).

Make a mental note every day of exactly the clothing your child is wearing. Know where your children are at all times. Know who their friends are, where they live, their phone numbers, addresses and the responsible guardian at each address. Sew identification labels into your child's clothing.

Know all the places your children and their friends play. Set definite times for them to return home or to check in by telephone. Know the routes they take to and from each place.

Know the route your children take to and from school. Tell them not to use shortcuts or to alter the route for any reason. They should never walk alone, but always in pairs or groups. Tell them when crossing streets to look first left, then right, then left again before proceeding. Know of any safe havens on the school route where a child could seek shelter or safety.

Inform your school (or day care center) that it is important to let you know if your child does not arrive. Inform them that it is vital that they should never release your child to anyone but you or someone that you designate. A "code" word between you and your child should be established to identify any person so designated.

Know your child's blood type and have on hand a hair sample.

Explain that some adults may even threaten children by saying that their parents may be hurt or killed if the child ever shares the secret. Emphasize that an adult who does something like this is doing something that is wrong.

Practice having your child write his name, address and telephone number. Show him a map of the United States and teach him to point out where he lives.

"Brand" your child's shoes! Take a wood burning kit and burn your telephone number, name, or other information that may be needed for identification on the sole of your child's shoe. This information mark will be left on any dirt surface and on many smooth surfaces.

Have your child establish a "school call back program."

Tape coins for the phone into your child's shoes and/or sew into hems of clothing.

Engrave your telephone number on the underside of a bracelet or another inconspicuous place.

If you are setting up a car pool, ensure that you and your child know everyone who will be driving in that car pool. Remind your child that he is only to go with these people. Establish strict procedures as to who will pick him up.

CHILD SAFETY RULES -

Teach Your Children

Their full name, address and phone number (including the area code).

How to make a long distance telephone call.

That a stranger is someone they and you don't know very well.

Never to go near a car with a stranger in it.

Never to get into a car without your permission.

Never to tell someone on the phone that they are home alone. If they are alone, they should lock the door and never answer the door to a stranger.

Never to go into anyone's home without your permission.

That no one has the right to touch them, or make them feel uncomfortable, that they have the right to say **"NO"**. If someone does attempt to touch them, tell them to tell you. Children rarely lie about these things.

To tell you if someone asks them to keep a "secret."

To tell you if someone offers them candy, money or a gift, or wants to take their picture.

Not to walk home alone or through dark places. To always go to a public bathroom with a parent or a friend.

If someone follows them or asks them to come to a car, to yell loudly and run away.

Not to answer an adult who asks for directions or wants their help. Adults should ask adults for help.

Always to use a family code word to see if someone has been sent by you to pick them up. Tell them to run away if the person does not know the word.

When separated from you while shopping, not to go looking for you. Tell them instead to go to the nearest counter and ask for help. Tell your children never to go to the parking lot.

Not to play in deserted places.

To call 1-800-431-5005, a 24-hour toll free number for lost children operated by CHILD FIND, INC.

Your full name, work address and telephone number.

WHEN YOUR CHILD IS MISSING -

IMMEDIATELY call your local law enforcement agencies and give a complete report. This will insure that your child is entered in the FCIC/NCIC computer system.

Provide fingerprint card and the most recent photograph available to the investigating agency.

Contact all family members and friends who may know of your child's whereabouts.

Call the Missing Children Information Clearinghouse at 1-800-342-0821 and give a complete report.

Be able to provide all medical and dental records of your child if they are requested.

Call Missing Child's Educational Program at 1-800-325-5604.

TEACHERS' RESPONSIBILITIES -

Notify parents immediately when a child does not report to school.

Do not release a child to the care of any adult without the consent of the custodial parent.

Pay attention to behavior changes in children, particularly withdrawal from other children.

Listen to any child who seems hesitant to go somewhere or be with someone. Remember, 75 percent of crimes against children are perpetrated by people the children know or recognize.

Post information on where children can turn for help in a crisis, including the telephone numbers of local counseling centers and shelters.

Obtain lists of missing children and compare them to rolls of students currently at your school.

Include reviews of the rules for body safety whenever you discuss safety with children.

WHEN YOU ENTRUST YOUR CHILDREN'S SAFETY TO A BABYSITTER -

Make sure they know where you are and how they can reach you.

Make sure they know the police emergency number and fire department number.

Make sure they know where their parents are in case they can't reach you.

Make sure they always **LOCK THE DOORS!**

Make them aware of any medical problems which may arise and how to deal with them. Leave your family doctor's number, just in case.

Make sure they never tell a stranger they are the babysitter, this implies they are alone.

Make sure they never allow a stranger in the house.

Make sure they would never leave the child alone, for any reason.

Make sure you tell the sitter if you expect any deliveries, company, etc.

Make sure they know the names and phone numbers of neighbors who could assist them in the event of an emergency.

Leave your address with the sitter, in event she should need to call the police and give them directions.

Show the sitter around the house pointing out fire escapes and any danger.

Have child's doctor's number, fire department number, police number and poison control number on or beside telephone.

Have written instructions if child needs medication.

Tell your babysitter not to tell anyone over the telephone that she is the babysitter.

Make sure the sitter does not let your child go with anyone but you.

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CITIZEN SAFETY PRECAUTIONS -

Encourage your law enforcement agencies to participate in the fingerprinting of children.

Encourage your schools to establish an Absentee Reporting System, using volunteers if necessary.

Encourage your county school board to establish a school resource officer program.

Encourage day care centers to establish policies relating to releasing of children.

Be aware of persons driving or wandering around playgrounds, parks, or areas where children congregate. If you see a child that appears lost or frightened, do not approach the child. Since children are being taught to avoid strangers, you will only frighten him more. Get someone to locate a policeman or security guard for assistance while you make sure that nothing happens to the child.

If a child approaches you and says that he or she is lost or has been abducted, act as quickly as you can in getting help. There have been cases of children who have appealed for help and adults failed to act in time before the abductors returned.

Encourage your legislators and representatives to support all bills which strengthen penalties imposed on those who exploit children.

Assist in establishing a block parent program in your neighborhood.

MISSING CHILD INFORMATION CHECKLIST

Parents should be prepared to answer the following questions when contacting a missing children location organization.

1. Give a detailed description of your child as to height, weight, hair and eye color and other identifying marks or characteristics.
2. Give detailed description of clothing child was last seen wearing.
3. Are recent photos of your child available?
4. Where was the child last seen, by whom and when? Try to find out if anyone else is missing in your area. Possibly they are together. You need not spend any of your money. All services are available through police and non-profit groups.
5. If the child has been missing before, where was he/she found?
6. Were all the child's relatives and/or friends contacted for possible information concerning his or her whereabouts?
7. If the parents of the child are not living together, was the other parent contacted concerning the whereabouts of the child?
8. If school is in session, was the school contacted?
9. Did the child take any possessions with him/her such as a doll, toy, pet, clothes, money?
10. If the child has a particular boy or girl friend, was he or she contacted for information.
11. If the child is old enough to drive, was a car taken? If so, give a detailed description of the car.
12. Are fingerprints of the child available? Sample of handwriting?
13. Are dental records of the child available?
14. Can a list of phone numbers be provided to be called for information pertaining to the child?
15. Try to keep telephone lines open as much as possible. When using the telephone, wait five minutes between calls. Someone may be trying to contact you. Keep conversation short and to the point.

   Support each member of the family and don't become angry with each other. Remember, you need each other.

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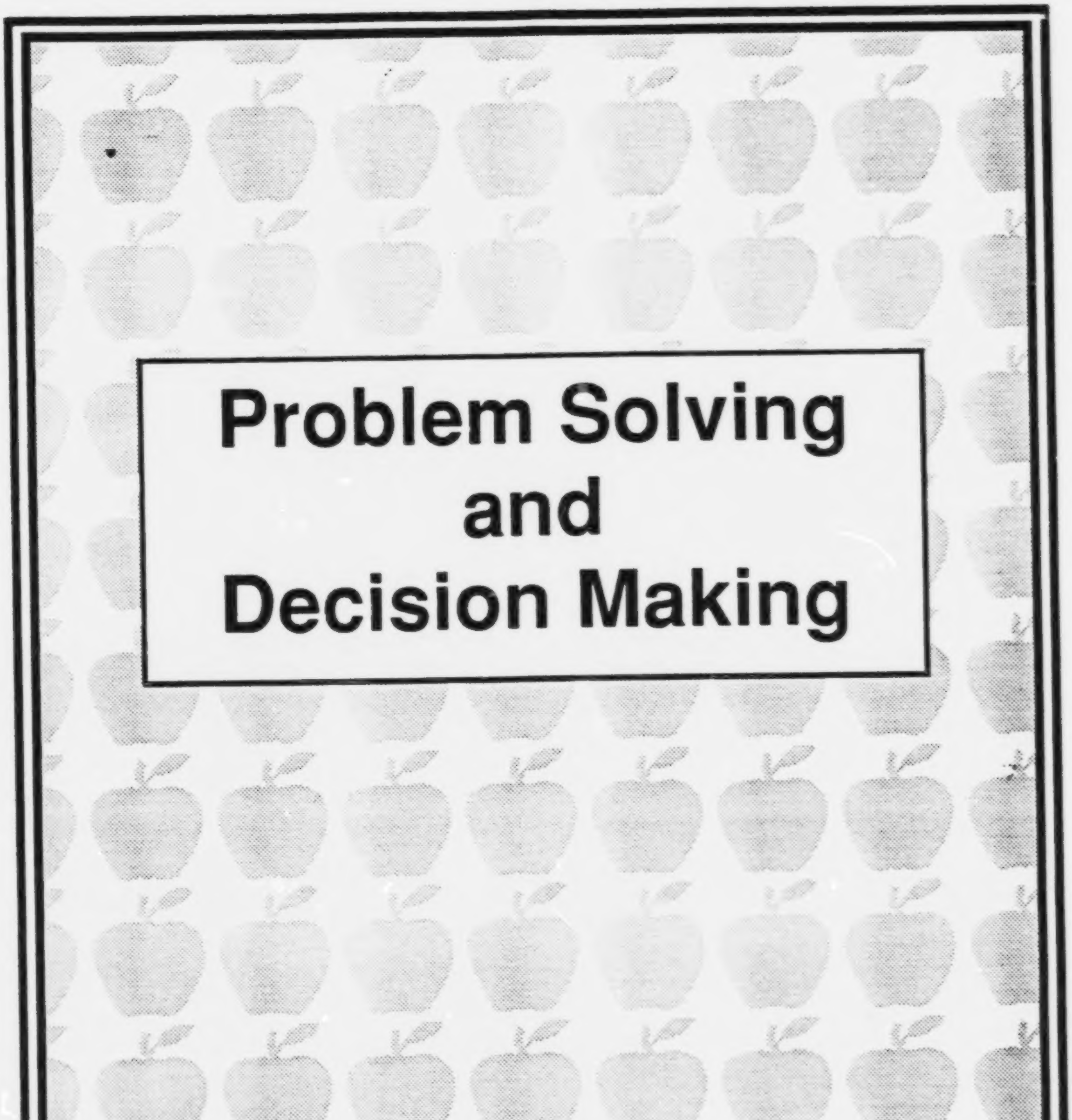

Problem Solving and Decision Making

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Steps for Making a Decision

"Making Decisions" (copy of brochure)

Sample Role-Playing Situations for Parents of Adolescents

Common Moral Values

Activities Parents Can Use With Children

"The Family Meeting"

"A Parent's Guide to Helping Teenagers Cope"

"Saying No"

Resources

KEY CONCEPTS

1. Parents can help their children become good decision makers.
2. Peer pressure is a powerful influence on children and teens, and plays a significant role in their decision-making.
3. Setting realistic goals gives purpose and direction to one's life.

Key Concept:

Parents can help their children become good decision makers.

Outcome Statements:

Parents will learn ways to encourage responsible decision making in their children.

Parents will identify a decision-making model they can teach to their children.

Introduction:

Good decision-making and problem-solving skills give a person more control over his or her own life. On the other hand, poor decision-making and problem-solving skills leave a person vulnerable to the control of others. Successful decision making aids in the development of children's self-confidence.

Decision making begins at a very early age and continues throughout life. It begins with very simple choices and becomes more complex as children mature. One way that parents can help children become good decision makers is to give them opportunities to make decisions, beginning with small decisions and progressing to more serious and complex decisions as they are able.

Decision making is often enhanced through the use of a systematic model. Although many decision-making models exist, most include the following steps:

1. Identify the problem.
2. Gather information.
3. Consider alternatives.
4. Consider consequences.
5. Consider personal and family feelings and values.
6. Ask for assistance if needed.
7. Make the decision.
8. Evaluate the outcome and make revisions.

Parents can teach their children a decision-making model. (See "Steps for Making A Decision" and the tree diagram from "For Parents Only - Making Decisions.")

As with most concepts, children learn best when effective decision-making skills are modeled by the parents. When parents are faced with a decision, they can discuss with their children the steps they use in making the decision.

Activities:

1. Review together "Helping Children Make Good Decisions - Tips for Parents." Give parents an opportunity to discuss each "tip." Which ones have they used? Which ones seem difficult?

2. Ask parents to identify decisions they made today. (Recognize that some decisions are relatively simple while others are more complex.) How did they decide? What would have been the consequences if they had decided differently?

3. Divide participants into small groups of three to five persons each. Give the groups a few minutes to make a list of the kinds of decisions that children of various ages may have to make in their daily lives. Ask each group to have a "recorder" write their ideas on newsprint. Ask each small group to share with the total group, and allow time for comments. Emphasize the importance of having children learn to make responsible decisions.

4. Review the steps in a decision-making model. (See "Steps for Making a Decision" and/or "Making Decisions.") Give the groups a problem situation and have them use a decision-making model to agree on a solution.

5. Role-play situations in which children of various ages solve a problem or make a decision. See "Sample Role-playing Situations for Parents of Adolescents." (Prior to the session, develop sample situations for children of other ages or use situations developed in Activity #3.)

6. Using the same procedure as in Activity 3, have the groups list ways parents can give children of various ages opportunities to practice making decisions.

7. Ask parents to write down their family values. Ask how they impart those values to their children. Discuss how family values impact decisions.

8. Using the handout "Common Moral Values," ask parents to list things they can do to help instill these values in their children.

9. Discuss "Activities Parents Can Use With Children." What other activities could be added to the list?

Key Concept:

Peer pressure is a powerful influence on children and teens, and plays a significant role in their decision-making.

Outcome Statements:

Parents will recognize the impact of peer pressure in their child's or teen's life.

Parents will learn ways to help their child or teen cope with peer pressure.

Introduction:

The fear of social rejection is the primary motivation that gives peer pressure its power to influence the choices people make. Almost all ages are affected by peer pressure; however, adolescents are most vulnerable. They are often more concerned about whether the choice they make will lead to rejection or acceptance of peers than whether the choice will put them "at risk."

Some common negative choices that children or teens might feel pressured to make are to tease or bully other students, to cheat on a test, to steal, to use chemicals, to become sexually involved, or to drive recklessly. Parents can help their child or teen resist negative peer pressure by building the child's confidence, helping the child learn how to be assertive and say no, and reinforcing the child's sense of individuality. Resisting peer pressure to make negative or unhealthy choices can help a child increase his or her self-respect and helps the child gain control over his or her life.

Although the term "peer pressure" usually conveys a negative connotation, peer pressure can be good - by instilling the desire to excel in a sport, to get good grades, etc.

Self-esteem helps young people resist negative peer pressure.

Activities

1. Ask parents to think of ways that peer pressure affects them. How does it influence the decisions they make?

2. Have parents identify examples of peer pressure that children of various ages are likely to experience. Which ones do they see as negative influences? Which ones do they think are positive?

3. Give parents an opportunity to share with each other their concerns about the peer pressure that their own children experience. Review "A Parent's Guide to Helping Teenagers Cope" and "Saying 'No'." List on newsprint things parents can do to help children and teenagers cope with peer pressure.

Key Concept:

Setting realistic goals gives purpose and direction to one's life.

Outcome Statements:

Parents will become aware of the importance of a goal-directed life.

Parents will learn a goal-setting process they can teach to their children.

Introduction:

Learning to set and achieve realistic goals increases the child's self-confidence, motivates the child to attempt additional goals, and increases the value of goal-setting to the child. The process of realistic goal-setting includes the following steps:

1. Make sure the goal is truly your goal (increases commitment to achievement).
2. Put the goal in writing. (Very young children can talk about what they want to do.)
3. Determine whether the goal is attainable.
4. Make sure the goal is both specific and measurable.
5. Make sure the goal is compatible with other major goals you have identified.
6. Set a target date for accomplishment. (If the goal is major, set sub-goal target dates.)
7. Display written reminders of the goal.
8. Revise and change the goal as needed.

Parents who set and achieve realistic goals in their own lives will provide an excellent role model for the child. Some common goals that the child or teen might attempt include saving allowance or money earned to buy something of importance, excelling in a sport, hobby, or academics, completing a project, or completing household chores on schedule.

Ways Parents Can Help Children Set Goals:

1. Help the child to develop a sense of optimism about attempting goals and taking calculated risks. A positive outlook sets the groundwork for realistic goal setting.
2. Identify a goal you have successfully achieved and take the child through the process you used to reach the goal.
3. Have the child identify a current goal and assist the child in using the process of realistic goal setting to achieve success.
4. When a child attempts a large goal, stay closely involved and provide encouragement along the way in order to increase the child's perseverance in staying with a lengthy task. Devices such as behavior charts that can be marked with stickers or check marks may be effective with the younger child, who needs concrete reinforcement of progress.
5. Don't fall into the common trap of confusing a child's personal worth with his or her achievements.

HELPING CHILDREN MAKE GOOD DECISIONS

TIPS FOR PARENTS

Give your children opportunities to practice making decisions (e.g., choosing the site of a family outing or dividing the chores fairly).

Show your children how to weigh their options, gather necessary information, and consider alternatives and potential outcomes of their decisions. You can show this to your children even in simple decision-making situations, such as deciding what clothing to wear.

Help children understand that decisions have consequences, both for themselves and others. For instance, a teen might decide to take up smoking because it looks "mature," without considering that smoking carries with it a variety of consequences, including yellow teeth, smoker's breath, an expensive habit and increased risk of cancer and heart disease.

Show your child that not making a decision when one is needed can be as bad as making the "wrong" decision.

If you are not sure what kinds of decisions your children are mature enough to handle, give them the chance to try making some decisions. Be supportive, friendly. This will help both you and your children know what they are ready to do for themselves.

Accept your children's decisions. Remember, no decision is perfect. Support your children's ability to make decisions.

Understand that many of your children's decisions will be based on their personal tastes and needs, and therefore may not match the decision you would have made for them.

Lay ground rules or limits for decision making. If a child wants to do something that is clearly harmful or unacceptable, explain why you cannot allow him or her to act on that decision.

Remember, the ability to make decisions helps improve self-esteem. Children who can exercise some control over their lives are being prepared to be responsible and happier adults.

Source: "Help Young People Make Good Decisions" from Parenting: The Underdeveloped Skill, a joint project of The National PTA, 700 North Rush Street, Chicago, Illinois 60611-2511.

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STEPS FOR MAKING A DECISION

One way to help your child or teen become a better decision maker is to step out of your role of exclusive decision maker and take on the new role of coach and helper. Teach these steps for making a decision:

1. **Discuss the problem.** What is it you need to do or decide? What do you know about this issue?

2. **Gather more information.** What do you know from other experiences that would help? What do you need to know more about before making the decision?

3. **List the alternatives.** What are all the possible choices? Are there others you've forgotten?

4. **Examine the consequences.** What will be the results, good and bad, of each alternative? What are the consequences, in the short and long run, of each? How do you feel about each choice today? How do you think you will feel next week? Next year?

5. **Consider feelings and values.** How do you feel about each alternative? Each consequence? How does each fit with your values, your family's values, and community expectations?

6. **Choose the best possible course of action.** Make decisions together. Go through the steps with your teenager. Remember that those who contribute to a decision are much more likely to stick to it.

Create opportunities for your teens to make decisions on their own. When a good decision is made - especially when it is the teenager's - it is important to praise the child and let him or her know you're proud.

Source: Helping Youth Say No, National Association of State Boards of Education, Parent Education Project, 701 North Fairfax Street, Suite 340, Alexandria, Virginia 22314.

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FOR PARENTS ONLY

MAKING DECISIONS

MAKING DECISIONS ?

Making decisions

Making decisions in today's fast-paced world is both an art and a science. We have many choices which are limited only by our energy.

New decisions never before encountered are the rule rather than the exception. Making major decisions is hard to do.

If you have a process to guide you to more effective decisions, you will gain control of your everyday life, and you can chart your future.

This brochure outlines a process for making decisions.

As parents you can help your children most in making decisions if you know the steps you must take to make a good decision. You can help your child through each of the following steps:

- Recognize the problem
- Gather facts
- State the problem
- Think up solutions
- Evaluate the solutions
- Choose the best solution
- Test the solution
- Evaluate the results

What is the problem?

Only when you know what the problem is can you make an intelligent decision. The steps to identify problems are

- to realize that a problem exists and that it needs a solution,
- to gather facts and information about the problem,
- to state the problem as it really exists using all of the relevant facts and information, and
- to define the problem and its limitations.

What are the possible solutions?

Alternatives, choices or solutions to the problem can be gathered using available resources such as

- Yourself (through study and experience)
- Family and friends (who faced similar problems)
- Experts (those who have special knowledge or skills)
- Media (TV, radio, magazines, filmstrips, newspapers, etc.)

What are the consequences of each solution?

How does each alternative fit your temperament and life goals? There must be a close fit between the solution and your values, interests and abilities, and goals and objectives.

Some of the key factors you should use in evaluating the consequences of each decision are

- What will be the effect upon you?
- What will be the effect upon others?
- How will you feel about yourself?
- How will others feel about you?
- Am I willing to "face" the consequences?

What is the best solution?

You must realize that this process will help you to make the best decision you can based upon the information available when the decision needs to be made.

To implement the decision effectively, you should have certain feelings about your choice:

- It is your choice (you will have to live with it)
- You should view it as a positive step entered into optimistically
- You need to commit yourself to implement the decision fully
- You should have a back-up plan in mind
- You should be open to change : new information is found

Test the solution

Testing the solution in some ways is the most critical step in the process of making decisions. Three basic steps are to ask yourself:

- What could go wrong?
- How likely is something to go wrong?
- What actions must I take if something does go wrong?

Some of the key decisions your children must make during their high school years are

☐ Shall I consume alcohol? If so, in what quantities?

☐ Shall I use tobacco and/or other drugs?

☐ What college or university will fit my needs best?

☐ Which high school courses do I need to take to prepare for specific jobs I like?

☐ Should I get married?

☐ How about religion?

☐ What kind of post-high school training should I consider?

☐ What occupations should I consider based upon my achievements, aptitudes and interests?

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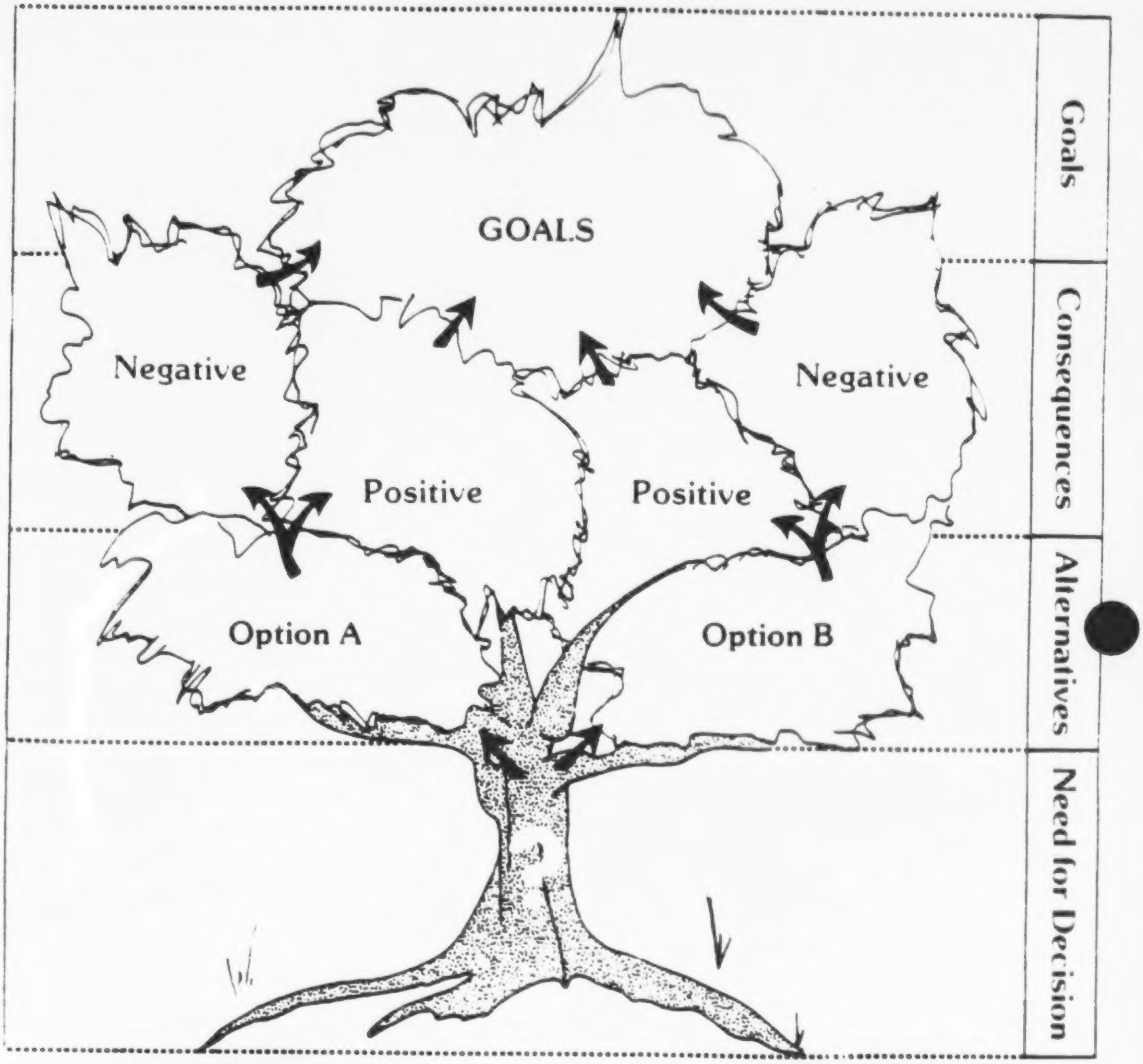
A simple approach would be to complete a decision tree for each major decision


GOALS
Negative
Negative
Positive
Positive
Option A
Option B
Goals
Consequences
Alternatives
Need for Decision

Contact your school if you have any questions about helping your child make important decisions

Counselor ____________

Telephone ____________

FOR PARENTS ONLY

SAMPLE ROLE-PLAYING SITUATIONS FOR PARENTS OF ADOLESCENTS

Mark, a 14-year-old, must choose between a vocational or college-bound curriculum in school. How can Mark's dad, George, help his son decide which curriculum is best for him?

Ellen, a 12-year-old, has asked her father, Roger, a few offhand questions about drugs. Roger doesn't think Ellen has become involved in drugs, but he does want to make sure that she doesn't become involved in the future. How can Roger talk with his daughter about drugs in a way that will help her decide not to try them?

Alisha, a 17-year-old, has a chance to stay with her aunt in New York for the summer. She wants to go; however, she'll be leaving her boyfriend, Tom. Alisha will miss Tom, and Tom doesn't want Alisha to go. How can Alisha's mother help her make the best decision?

Luke, 16, wants to choose an after-school activity. He could join the school orchestra, where he would play his saxophone, or he could begin judo lessons at the local YMCA. How can Luke's dad help him make a decision?

Source: "Help Young People Make Good Decisions" from Parenting: The Underdeveloped Skill, a joint project of The National PTA and the March of Dimes. The National PTA, 700 North Rush Street, Chicago, Illinois 60611-2511.

COMMON MORAL VALUES

The pluralism of our nation has greatly enriched our culture. An outgrowth of this pluralism is a diverse value system reflecting the contributions of many ethnic, religious, and racial groups. Yet a consensus of common moral values transcends this cultural diversity.

Values that students should strive for have been identified by the State Board of Education. These individual character traits are as follows:

Compassion	Students should show care, concern, and empathy for the needs of other persons, without regard to race, religion, gender, age, economic status, and/or physical or mental condition.
Courtesy	Students should display good manners and politeness, showing the same respect for others as they would wish for themselves.
Tolerance	Students should strive to discover and learn about people who are different from themselves and about cultures different from their own.
Honesty	Students should be truthful and trustworthy in their relationships with others.
Self-discipline	Students should realize the motivations for their actions and give priority to duties and responsibilities rather than to conflicting impulses and desires, being willing to sacrifice present satisfaction in order to receive long-term benefits.
Self-respect	Students should consider the person within themselves, realize their worth and dignity as human beings, and account for their strengths as well as their weaknesses.
Responsibility	Students should exercise sound thinking and good judgment, as they are personally and ethically accountable for their actions. Students should work with others to strengthen the family and improve their community, the state, the nation, and the world for the common good.
Courage	Students should develop inner strength and stability to draw upon in times of adversity.
Diligence	Students should pursue worthwhile endeavors, showing persistence, care, and effort.
Integrity	Students should acquire sound values, make them their own, and seek to live up to them in a consistent manner.

Source: Character Education in Ohio, Ohio Department of Education, 1989.

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ACTIVITIES PARENTS CAN USE WITH CHILDREN

1. Institute "family meetings," where everyone has a chance to share ideas, join in family decisions, and be heard. (See "The Family Meeting.")
2. In order to increase your child's awareness of the frequency of decision making in our daily lives, ask him or her to identify the decisions that he or she had to make during the day.
3. Whenever possible, allow your child to make decisions appropriate to his or her developmental level.
4. Present various "what if" situations and ask the child what he or she might do in them.
5. Have your child identify real or imagined problems appropriate to his or her age level and brainstorm options available for each.
6. Make a list of different values, such as honesty, concern for others, and self-respect, and have your child rank-order them in terms of importance to him or her. Discuss how these values can and do influence decisions.
7. Talk with your child about a decision he or she is facing and go through the decision-making steps without giving solutions. Allow your child to make some mistakes in order to promote learning and growth.
8. Encourage your child to join activities in which he or she will be making decisions and joining in group decision making, such as scouting, sports, and church youth groups.
9. Other:

THE FAMILY MEETING

This concept is very simple: Once a week, every week no matter what, the whole family gets together for a Family Meeting. This applies to all families - single parent families, two parent families, families with one child or eleven. Lots can happen; silly things, serious things, or things just for fun. It all depends on the family's needs that week. It emphasizes that nobody is alone; there is a family here that cares about each other. It can strengthen and solidify a family. It can accomplish a lot of good things.

BENEFITS

Children can feel like they have some say in deciding matters that affect the whole family. That can help build self-concept.

Touchy issues can get talked out before someone explodes in anger.

Family members can get a feeling of being in this thing together, not as separate people by themselves.

Parents can remind children of good things they've done, or things they've done well in the past week.

Young people can begin to learn how their wants, needs, demands, opinions and actions affect other people.

Problems can get solved before they become much larger problems.

Families can experience "pulling together" to help each other out, instead of pulling in opposite directions.

"The family" can be strengthened and given significance as an important way of life.

GROUND RULES

Here are some suggested ground rules for the Family Meeting. Feel free to change them, modify them, or make up your own. But this would be a good place to start.

TIME: Once a week, every week. Pick a day. It doesn't matter which one as long as it's the same one every week. Right after dinner is a good time. That's usually when everybody is at home and available. The Family Meeting gets scheduled in before anything else on anybody's schedule. THE FAMILY MEETING TAKES PRIORITY.

SETTING: No interruptions are allowed. Pick one person to answer the door and phone. Anyone wanting to interrupt the meeting will be told to call back later. Have that person take messages.

LENGTH: The smaller your children are, the shorter the meeting should be. Judge for yourself. Try not to let the meeting run past 30 minutes. When your children reach the upper elementary grades, consider stretching the meetings a bit, but not much longer.

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CHILDREN'S ISSUES

Each child would have a certain amount of time to talk to say whatever is on his/her mind, without interruption or criticism. This is their time to have center stage and everyone else's attention. If they seem unwilling to say anything at first, you might ask them what they did last week, or if there is anything they would like to change in the household. It's their opportunity to get anything "off their chests."

PARENT'S ISSUES

This is a great opportunity for parents to let the children in on what they're having to deal with lately, explained in simplified terms. Mom may be thinking of changing jobs or going back to school, and it's worrying her a lot. Dad may be thinking of financial matters and wondering how to buy groceries, pay the rent, pay the bills, and have anything left over to do something with. Whatever it is, if it's an issue that concerns you as a parent, share your concern with your children. Ask them if they have any thoughts or ideas about what to do. If it's a problem they can't solve they can at least offer suggestions and no one will have to feel as if they were all alone in coping with it. It helps get across the message that you're all in this thing together.

FAMILY ISSUES

There are dozens of issues which affect the whole family such as moving to a new town or a new house or apartment, how to spend a $92.00 tax return, where to spend a vacation (or indeed if a vacation can be afforded at all), how the extra room or extra space will be used, and on and on. It also seems that everyone has their own ideas about what the household needs next; a bicycle, a TV, a sewing machine, better tools, car repairs, braces for teeth, etc. Unless your family name is Rockefeller, most families can't possibly satsify all those "wants" at the same time. So you make a plan. Make a list, and discuss and decide whose item gets attention first, second, third, etc. Maybe you can take care of one item every few months or so; maybe it will take longer. Let the children be part of deciding which items go in which order on the list.

RULES: Everyone gets an opportunity to talk, to state their feelings or whatever, without interruption or criticism while they're talking.

Parents will decide which things are to be voted on by everyone, and on which items parents or children alone will make the decisions.

Family members will be open and honest.

Sound a little strange? Maybe, but if it works, who cares?

The Family Meeting is certainly not a mandatory item, but why not try it out? Set your own rules and see how it goes. Young children may have some very interesting and revealing things to say, as young people tend to be incredibly blunt. And if you establish the Family Meeting as a routine, it can be very useful when your kids reach adolescence and begin to establish themselves as individuals. Then, instead of the family taking on increasingly less importance through the teenage years, it might be one way that the family can retain its importance as a unit of caring people, and as a solid foundation in your children's lives.

In addition to Family Meetings, you might also try having dinner time be a time for everyone to discuss what they're doing, how they're feeling, plans for the evening or weekend, help they need, how the day was, fun they've had, etc. This requires that the TV be turned off, no getting up and down from the table, phone calls returned later and no friends interrupting. Besides a time to eat, dinner time can also be a relaxed time for sharing and family fun.

Source: Charlie for Grown-Ups, Project Rehab, 822 Cherry Street, S.E., Grand Rapids, Michigan 49506, (616) 458-8521. Reprinted with permission.

Parent Tip

A Parent's Guide
to Helping Teenagers Cope

Teenagers long to be accepted, to be part of a group. And groups of teens want everyone to do things the group's way. ***That's peer pressure*** *and it comes in many forms.*

Some peer pressure is good...
Wanting to get good grades in school, to excel in a sport, or to become a good musician can all result from positive peer pressure.

Some peer pressure is bad...
The pressure to try drugs, to drink or smoke, to take wild risks, to do something illegal also result from peer pressure.

Sometimes peer pressure comes in the form of a direct challenge: "If you don't join us, you're out!"

More often peer pressure will be in the form of **silent** rules. "Do it with us or be excluded." No matter what its form, peer pressure is real and teenagers are especially vulnerable. To help your children during their teenage years you can begin with understanding.

The Search for Identity

When they are young, children tend to accept the values and beliefs of parents and other adults. Then one day they begin to think about and question those values and beliefs. This is part of making them their own and a process teenagers go through. Friends are important in this process because they provide feedback. Teenagers need reactions, and their fellow teens are willing to give honest opinions, to listen, to be sympathetic eyes and ears as they all try out new roles and ideas.

This doesn't mean parents aren't important to them anymore. They are. Teenagers may not ask your opinion on clothes or music, but when it comes to important things—an illness, job, college or career plans, they are listening—even if they don't always show it.

The Search for Independence

Parents want children to become self-sufficient, to make their own decisions. The problem is some days your teenagers may amaze you with their mature insights and the next astound you with some foolish stunt pulled with friends.

- Rebelliousness is inevitable and can even be healthy in adolescence.
- Questioning rules, taking risks, testing limits are all part of the way teenagers prove to themselves and their friends that they do have some control over their lives.
- Parents do have to set clear limits in these years. They must recognize both the movement toward independence and the continuing need for guidance and authority. It is a delicate balancing act.
- Hanging out in groups, dressing and talking like their friends and being part of the crowd are also normal ways of struggling for independence. It builds the confidence necessary to take the big step into adulthood and genuine independence.
- With the help of peers, teenagers learn how to build friendships including friendships with the opposite sex. They learn about trust, compromise and the value of friendship. Teens use each other to develop and practice social skills that will serve them throughout their adult lives.

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- Peer groups provide the testing ground for trying out emerging adult identities. They are a bridge between childhood dependence and adult independence. That is why friends and peers are so important in a teenager's life.
- There will be times when teenagers will want to do things that you believe are wrong. There are things you can do to help and guide the way through these years to help your child survive what can be bad peer pressure.

Pointers for Parents

The key to dealing with peer pressure is self-confidence. Teens who are unsure of themselves—and want to be accepted—are much more likely to give in to negative peer pressure than those who have plenty of confidence. Here are some ways parents can help teenagers develop self-confidence:

- Show interest in your teens' activities
- Support your teens' growing independence. Encourage responsibility.
- Help set realistic goals
- Avoid personal criticism. When it is necessary to be critical, it is better to attack the problem.
- Show your teens you love and respect them. Knowing they can count on you will help in developing confidence in relationships with people outside the family.

Thinking Ahead

You can help your teenagers anticipate problem situations before they arise.

- Bring up a situation that worries you. Ask what your teenager would do in such a situation. Listen to the reaction. Try to respond by asking further questions and making suggestions—not lecturing!
- Consider alternative actions. Discuss different ways of reacting to a peer pressure situation. Talk about the consequences of various alternatives.
- Leave the discussion open for further consideration. Your goal is to help think through the issue in a calm way—not to force your opinion or to extract a reluctant promise. Give your teenager a chance to think about it and draw his or her own conclusions.

Making a Decision.

One way to help your teenagers become better decision makers is to step out of your role of exclusive decision maker and take on the new role of coach and helper. Teach these steps for making a decision:

1. Discuss the problem.
What is it you need to do or decide? What do you know about this issue?

2. Gather more information.
What do you know from other experiences that would help? What do you need to know more about before making the decision?

3. List the alternatives.
What are all the possible choices? Are there others you've forgotten?

4. Examine the consequences.
What will be the results, good and bad, of each alternative? What are the consequences, in the short and long run of each? How do you feel about each choice today? How do you think you will feel next week? Next year?

5. Consider feelings and values.
How do you feel about each alternative? Each consequence? How does each fit with your values, your family's values and community expectations?

6. Choose the best possible course of action.

- Make decisions together. Go through the steps with your teenager. Remember that those who contribute to a decision are much more likely to stick to it.
- Create opportunities for your teens to make decisions on their own. When a good decision is made—especially when it is the teenagers'—it is important to praise the child and let him or her know you're proud.

Source: *Helping Youth Say No*, National Assn. of State Boards of Education, Parent Education Project, 701 North Fairfax Street, Suite 340, Alexandria VA 22314.

Parent Tip

Saying 'No'

There are lots of ways to say NO when it is appropriate to do so. Teenagers are more likely to stand up for themselves and their beliefs if they can do so without embarrassing themselves or offending their friends.

One of the things that teens have to learn—and parents can teach them—is that it's all right to be different once in a while, that real friends will respect their individuality and honesty. You can point out that bucking the crowd can actually be a source of strength—and so can speaking up in an effort to change minds among their friends.

> *Stay involved. Whatever you do keep trying.Talking to a school counselor, teacher, minister or trusted friend may help. Raising the subject one day, but waiting until the next to talk about it, may help. Good communication will make the teen years a lot easier on each of you.*

How Peer Pressure Works

Discuss with your teen how peer pressure works. Suggest that friends who are pressuring may be feeling pressure themselves and may even be relieved if someone else has the courage to say NO and to explain why.

What Makes A Leader?

Talk about qualities that make a leader. Explain that saying NO doesn't have to mean being left stranded by friends and peers. One can disagree and gain support by offering a better idea. People admire those who offer new ideas and seem confident of themselves and their beliefs.

Say No Gracefully

Discuss ways of saying NO gracefully. A polite "No, thank you" will have a better effect than a rude or insulting refusal. Giving a reason without being critical is less threatening to the other person. Using humor eases the tension and takes the spotlight off a refusal. And, suggesting alternatives will let friends know that you still want to to be with them—even if you don't want to do what they have suggested.

Setting Limits—When Parents Must Say No

Firm, fair, clear and consistent guidelines are especially helpful when teenagers are wavering and unsure about what to think or do. Your rules can serve as an excuse for them not to go along with the crowd. ("I can't, my mom would kill me.")

- State the rule calmly. An angry order is often taken as a direct challenge on, as an attack on your children's friends or taste.
- State your reasons for the rule. Teenagers want to know why. Even if they don't agree, they will understand that the rule is based on your concern for them, not on your wish to keep them from having fun.
- Assure them there will be new privileges as they get older. Explain that trust is earned. And be sure to keep the promises you make. Few things will undermine your relationship faster than unkept promises.

Source: *Helping Youth Say No*, National Assn. of State Boards of Education, Parent Education Project. Other publications include *Helping Youth Decide* and its Spanish counterpart *Decidiendo Juntos*, designed to improve parent-child communication; *Helping Youth Decide: A Workshop Guide* assists those working with families to provide, in a group setting, additional insight in communication and decision-making skills. To receive single copies of these publications or additional information about the Parent Education Project write NASBE, 701 North Fairfax Street, Suite 340, Alexandria VA 22314.

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RESOURCES

For the leader or parent:

Charlie for Grown-Ups, Project Rehab, 822 Cherry Street, S.E., Grand Rapids, Michigan 49506, (616) 458-8521.

Getting Closer by Ellen Rosenberg covers many topics of great concern to preteens, teens and parents and gives examples of how to help children cope with these concerns. The Berkley Publishing Group, 200 Madison Avenue, New York, New York 10016. Cost: $7.95.

Helping Youth Say No, National Association of State Boards of Education, Parent Education project, 701 North Fairfax Street, Suite 340, Alexandria, Virginia 22314.

Making Decisions - For Parents Only, brochure developed by the Ohio Department of Education, Columbus, Ohio.

Parenting for Prevention (How to Raise a Child to Say No to Alcohol/Drugs) by David J. Wilmer. This book is written for parents, teachers and other concerned adults and discusses the lifeskills that children and teens must learn in order to prevent their involvement with alcohol, drugs and other unhealthy choices. Johnson Institute Books, 7151 Metro Boulevard, Suite 250, Minneapolis, Minnesota 55435. Call toll-free: 1-800-231-5165. Cost: $9.95.

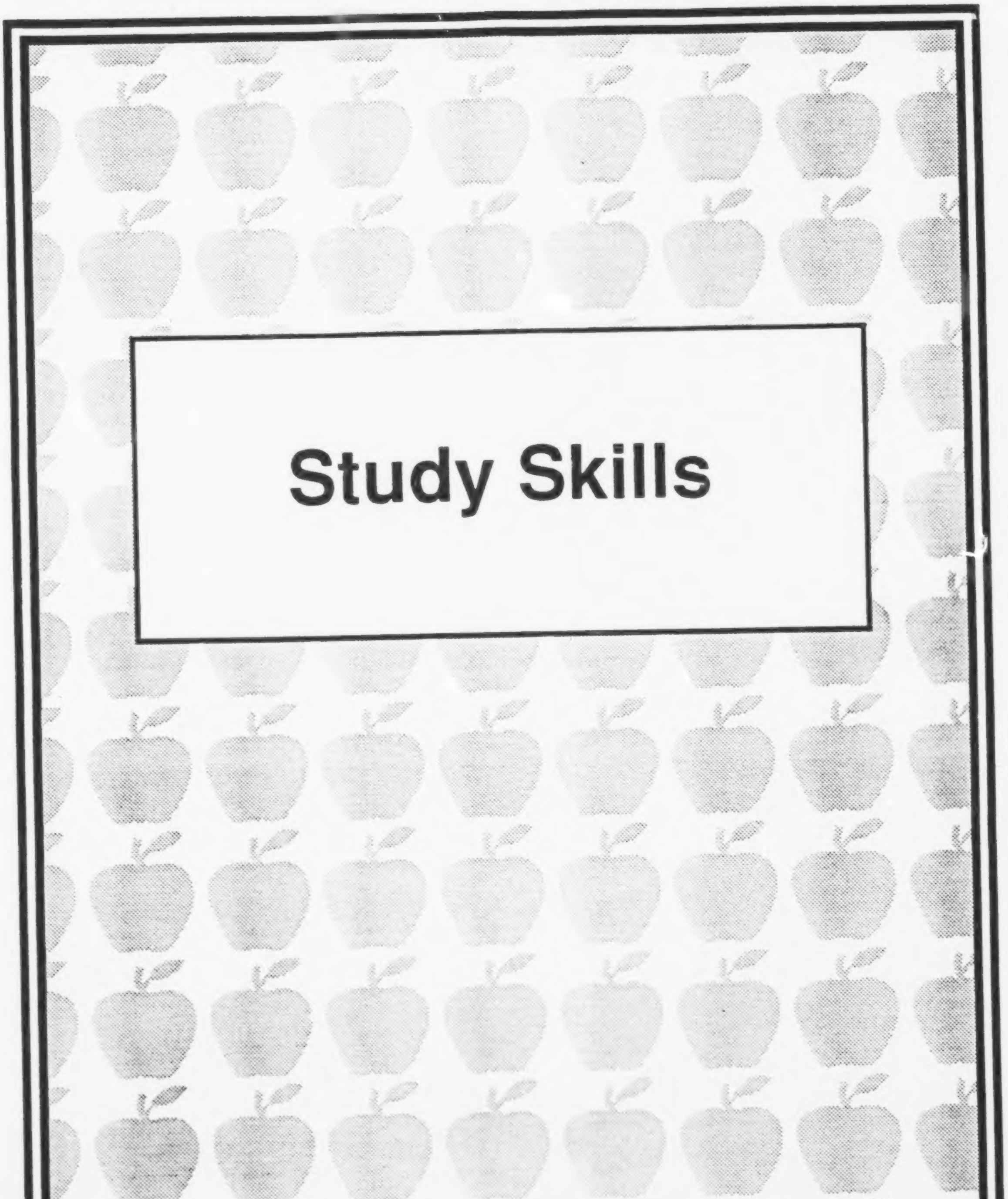
Responsive Parenting: Building Independence and Cooperation in Children by Saf Lerman. This pamphlet is number 9 in a series designed to help parents. American Guidance Service, Inc., Circle Pines, Minnesota 55014-1796. Cost: $3.75.

Teach Your Child Decision Making by John F. Clabby, Ph.D., and Maurice J. Elias, Ph.D. A step-by-step guide with many examples. Doubleday & Company, Inc., 245 Park Avenue, New York, New York 10167. Cost: $16.95.

For the preteen and teen:

Choices and Challenges both by Mindy Bingham, Judy Edmondson and Sandy Stryker are excellent workbooks for girls and boys respectively. They cover topics such as career planning, marriage and children. Published by Advocacy Press, P.O. Box 236, Santa Barbara, California 93102. Copyright: Girls Clubs of Santa Barbara, Inc. To order, write Advocacy Press. Cost: $12.95.

Self-Discovery by Gilda Gussin and Ann Buxbaum is a workbook for teens covering goals and decision making among other topics. Learning for Life, Management Sciences for Health, 165 Allandale Road, Boston, Massachusetts 02130, (617) 524-7799. Cost: $11.95.



Study Skills

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Key Concepts

Study Skills Begin at Home
    Book 1:
    Preschool

Study Skills Begin at Home
    Book 2:
    Kindergarten-Grade 3

For Parents Only...Parents: Partners in Study Skills

Key Concepts

1. Students need to have assistance and reinforcement as they learn how to study at home.

2. Students need to have assistance and reinforcement as they gain mastery of study skills.

3. Parents need to be actively involved with school personnel throughout the child's school years.

Key Concept:

Students need to have assistance and reinforcement as they learn how to study at home.

Outcome Statement:

Parents and family will learn how to facilitate strong study skills at home.

Introduction:

Students need guidance as they learn how to study effectively at home. They need positive reinforcement as they gain independence in mastering a variety of study skills. They also need consistent support as they establish their most effective methods of study.

There are many things that parents and family can do to help "set the stage" for good study skills. Students need to arrive at school well-rested, well-fed, unstressed, and ready to learn.

While many parents work and are unable to be at home to supervise the children, the adult responsible for the children can do many things to foster study skills at home.

Activity:

1. Have parents review "Study Skills Begin at Home" to heighten their awareness of how they can best prepare their children to learn.

Key Concept:

Students need to have assistance and reinforcement as they gain mastery of study skills.

Outcome Statement:

Parents and family will learn how to promote seven basic study skills for children of various ages.

Introduction:

There are seven basic study skills that parents and family can work on together. These study skills are

Locating information
Organizing information
Recalling information
Adjusting information
Formalizing study methods
Using graphic aids
Following directions

The development of these skills can begin at home. Simple tasks and games will promote a strong study skills background and school readiness.

Acitivities:

1. Look together at the handout "A Developmental Look at Study Skills." Discuss how parents and families can foster study skills at home, beginning with the preschool years and continuing throughout the student's school career. Discuss how skills get more complicated as the student gets older, and explore how a solid foundation is necessary for mastery at each level.

2. Ideas for specific activities appear for parents of preschoolers in "Preschool Study Skills" and for parents of K-3 children in "K-3 Study Skills." For each of the seven major categories of study skills listed, demonstrate to parents a few activities under each subheading.

3. Introduce the brochure For Parents Only...Parents: Partners in Study Skills. Discuss major ideas it presents for assisting children in school.

Key Concept:

Parents need to be actively involved with school personnel throughout the child's school years.

Outcome Statement:

Parents will know some key questions about the student's school progress to ask teachers and other school staff members.

Introduction:

Parents have many opportunities to talk to school personnel about the child's progress in school. Schools regularly send home interim reports, report cards, and other communications. Schools generally hold parent information nights, parent conferences, and open houses. Parents often receive newsletters and fliers announcing events that are designed to involve parents.

School personnel welcome calls and visits from parents whenever there is a question or concern. Many schools adapt conferences to the parents' work schedule, so that parents do not need to miss work to come to school.

Activities:

1. Role-play a parent conference. To initiate some ideas, name some typical conference topics, such as the following:

    - The parent wants information on curriculum, testing, and/or expectations.
    - The teacher is not pleased with the child's progress, behavior, and/or tardiness.
    - The teacher is delighted with the child's behavior, but the parent does not believe the child is working as hard as he could be. The parent wants the child pushed.
    - The parent does not understand the report card, test scores, or regulations.
    - The parent thinks the child is being picked on by other children and/or the teacher.

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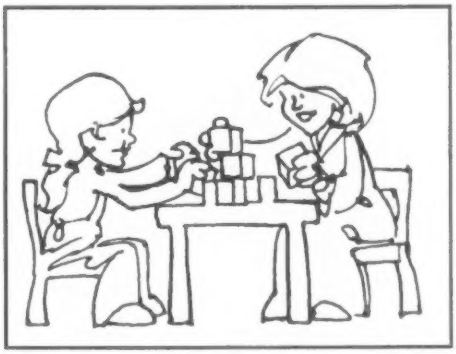
2. As a group, list questions to ask in a parent conference. Consider categories such as

   - behavior
   - curriculum
   - study skills
   - test scores
   - social skills
   - physical coordination and skills

3. Discuss options for the parent if he or she is not pleased with the answers received from the child, the teacher, or the principal.

Study Skills Begin at Home



Book 1: Preschool

Ohio Department of Education
Columbus, Ohio
1990

Study Skills Begin at Home

Parents and family can help children develop strong study skills at home. Children need guidance to learn how to study effectively at home. They need positive reinforcement as they gain independence in mastering various study skills. They also need consistent support as they establish their most effective method of study. Where do parents and family begin?

Help your child

- get enough sleep. Many young children need ten to twelve hours of sleep every night.
- keep a consistent sleep schedule. Children have difficulty adjusting to different bedtimes. Make bedtime consistent seven nights a week. This will also allow parents some private time with older children, with each other, or for themselves.
- have a good, healthy diet, including a good breakfast. If time is a problem, prepare as much as possible for breakfast the night before. Get out items such as the cereal box, bowl, and spoon so that morning time is saved.
- get up in time for school. The family stress level is increased when everyone is in a hurry, and especially if the children are not wide awake and well rested.
- select clothes for the next day at bedtime. Clothes selection robs valuable time and patience in the morning. Young children can select clothes from items preselected by a parent. "Would you like to wear the red shirt or the blue shirt?"
- get to school at the proper time. Children arriving at school too early may not be properly supervised. Children who arrive late may form a habit of tardiness that will persist for a lifetime.
- have a daily "reading time" or "school time." Preschool children as well as school-age children need to establish a quiet time to foster the study skills habit. Young children can quietly look at books, color pictures, or be read to. Young school-age children can read silently, practice spelling words or doing arithmetic, or read to others. Older children can complete homework, read quietly to themselves, or read to younger children.
- limit his or her television viewing. Help your child select a limited number of television programs to watch. Some parents have children "earn" the programs they watch. For example, "If you read [or do homework, or read to your little brother] for one hour, you may select one hour of television to watch." Other parents give tokens or tickets for a week's television viewing and allow the child to select his or her shows. When the tickets are gone, the television time has expired. This ticket process helps the child learn to plan ahead for special shows.

Habits such as being prompt, using leisure time wisely, and planning ahead will last a lifetime and *do* begin at home. *Today* is the day to begin building a strong foundation for study skills.

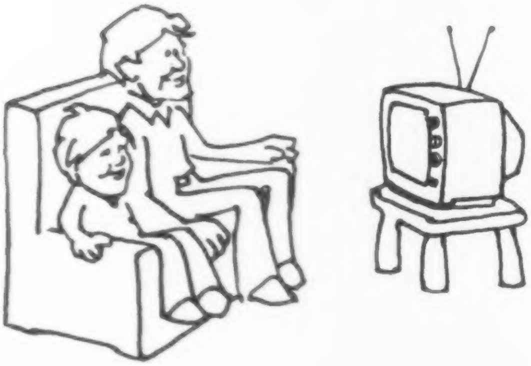
There are many other things that parents and family—or the person caring for children in working parents' absence—can do to help "set the stage" for success in school. Beyond the essentials of assuring that students arrive at school well rested, well fed, unstressed, and ready to learn, parents and family can teach children of various ages the following seven basic study skills:

- Locating information
- Organizing information
- Recalling information
- Adjusting reading rate
- Formalizing study methods
- Using graphic aids
- Following directions

The development of these skills can and does begin at home. The good news is that fostering these skills is not complicated. Certain simple tasks and games can teach these study skills and promote school readiness. Some very successful activity ideas appear under "Begin Preschool Study Skills at Home" in this manual.

What is important is that parents and families recognize their ability to positively influence their children's development, and that they encourage appropriate activities during the preschool years and throughout the students' school career. Students need a solid foundation to master the more difficult study skills tasks required of them as they get older.

Parents and families of preschoolers can do many tasks and games together to teach study skills, such as those described in this manual. However, these activities are to be used only if the child is interested and enjoys participating.



Study Skills Are Developmental

Study Skill Grade	Locating Information	Organizing Information	Recalling Information
Preschool	• recognizing the alphabet • recognizing numbers • learning about books	• sorting information into categories or groups • establishing categories or groups • sequencing information	• recalling or remembering ideas
K–3	• alphabetizing • locating words and meanings in the dictionary • using table of contents • exposure to reference materials • proper care of books • appropriate library behavior • general understanding of book arrangement	• sorting information into categories • establishing categories • sequencing information • determining essential and nonessential information in stories	• recognizing that different types of questions require different sources of information • using questions to help generate interest
4–8	• using book parts • extending dictionary skills • understanding book classifications • using special reference materials	• categorizing terms into superordinate, subordinate, and equal-status relationships • understanding paragraph patterns • locating the main idea • developing outlining, summarizing, and note-taking skills	• employing organized reading study strategies (SQ3R) • employing memory aids, e.g., association, imagery
9–12	• using various periodical indexes • knowing other book-classification systems • analyzing the reliability of information	• continued use of outlining, summarizing, and note-taking	• continued generation of questions prior to reading • continued employment of organized reading-study strategies

Study Skills: A Resource Book, produced in 1986 by the Ohio Department of Education, listed these K–12 study skills for teachers to plan their classroom instruction. The preschool study skills have now been added to this chart to help parents foster a firm foundation for study skills at home.

Adjusting Reading Rate	**Formalizing Study Methods**	**Using Graphic Aids**	**Following Directions**
• recognizing various types of books	• modeling appropriate behavior for study	• using pictures as an aid in understanding text	• following one-step and two-step oral directions
• exhibiting familiarity with various types of books • establishing purposes for reading	• recognizing ways to improve the study environment • modeling appropriate behavior for independent study	• using pictures as an aid in understanding text • reading picture graphs, circle graphs, and pie graphs	• following one-step and two-step oral directions • following one-step and two-step written directions
• demonstrating the ability to vary rate with purpose • using skimming and scanning techniques	• employing techniques for improving concentration • using a form of scheduling to manage time • establishing appropriate study techniques for exams	• reading and interpreting tables, charts, and bar and line graphs • reading and interpreting maps and diagrams • reading and interpreting time lines	• following three-step oral directions • following three-step written directions • following multistep oral directions • following multistep written directions
• using skimming techniques to evaluate written materials	• completing independent assignments • researching information in an organized manner	• preparing graphic aids as a means of presenting information • interpreting political cartoons	• following multistep written directions • interpreting directions for applicability

Begin Preschool Study Skills at Home

1. Locating Information

Recognizing the alphabet

- Read ABC books to the child. A librarian can help you find a variety of ABC books.
- Read storybooks and picture books of all kinds to the child.
- Read stories and poems with rhythm, and clap along with the rhythm. Make a game of the clapping, as with "Patty-Cake."
- Read stories and poems that have rhymes. Emphasize the rhymes. Use stories like *The Cat in the Hat,* by Dr. Seuss.
- Read stories that have repeating language patterns, such as "it was too big" and "it was all gone" in *Goldilocks and the Three Bears.* Encourage the child to repeat those parts with you.
- Read stories that allow the child to participate, such as by guessing what will be in a box or on the next page of a story.
- Point to letters and name them. Later, if the child is interested, point to letters and have the child name them.
- As you read an ABC book, encourage the child to name the letters. ("What letter will come after the A page?")
- Play "find the letter" as you are in the grocery store or on a walk.
- Play "same or different" with colors, shapes, and sizes.
- Encourage the child to recognize the letters in his name (T–o–m).
- When the child is ready, encourage her to attempt to copy her name (Katy).
- When the child recognizes words, play "find the word." ("While we are walking, find the word 'stop.' ")

Recognizing numbers

- Point to things and count them together. ("Let's count the dogs in the picture... 1–2–3.")
- Read counting books like *The Hungry Caterpillar,* by Eric Carle, to the child. A librarian can help you find other counting books.
- Match the numeral to the number counted. ("There are two ducks. Show me the 2.")
- Encourage the child to count using his fingers ("I am two.")
- Count things as you walk or drive. ("Let's count how many cows we see. Let's count the stop signs.")

- Talk about words such as "more," "less," "bigger," and "smaller." ("There are more bugs in the green jar than in the blue jar.")
- Give the child things to touch and count, such as spoons, apples, or rocks.
- Allow the child to help set the table. ("You will need five spoons and five napkins.")
- When helping you with the laundry, have the child count the socks and match the pairs.
- Allow the child to count clothes as you pack for a vacation or a trip to Grandma's. ("We will be gone three days. You will need three T-shirts.")
- Allow the child to keep score in games, starting with tally marks to show whose turn it is or who won the game.

Learning about books

- Read to the child daily.
- Tell stories as you do chores. ("While we do the dishes, I'll tell you about the cat I had when I was three years old.")
- Tell stories using wordless picture books. (Make up what might be happening or might be said.)
- Encourage the child to use a book to "tell" a story to another child.
- Have the child point to objects pictured in the book. ("Show me the wagon.")
- Show the child how to take care of books.
- Introduce the child to the library and get her a library card.
- Take the child to library story hour regularly.
- Give books as gifts.
- Talk about the parts of a book. ("Show me the cover of your new book. I'll show you the chapter heading in *Raggedy Ann*.")

2. Organizing Information

Sorting information into categories or groups

- Talk out loud as you sort things. ("These are Susie's socks. These are your socks.")
- Talk about differences you see or feel in things. ("Let's put the *large* bags here and the *small* bags in the drawer.")
- Use words that describe things as you sort. ("There are three red apples here and two green apples there.")
- As you walk or drive, count and tally things. ("You count red cars and I'll count the white cars. Let's keep a tally of both.")
- Provide objects of various colors, sizes, and shapes for the child to sort. When the child is old enough, give him a pile of buttons or coins to sort by size, color, or shape.

Establishing categories or groups

- Ask for the child to point to the object that is different. Ask how it is different. Look for differences in color, shape, size, or detail.
- Involve the child in sorting her own toys, clothes, or books. Let her help decide how to store them by groups. ("I'll put the small books on the top shelf and the little toys in the box.")
- Provide a variety of objects and ask the child how he would sort them into different groups. Ask him what the groups are. ("Why did you put those toys together?")

Sequencing information

- After reading a story or watching television, ask what happened first, second, last, after, before, and so on. Practice using sequence words.
- Talk about household lists in sequence. ("First I'll wash the dishes; then I'll sweep the floor.")
- Make grocery lists by category (dairycase—milk, cheese; meat counter—hot dogs, chicken; and so on) and talk about how things are grouped.

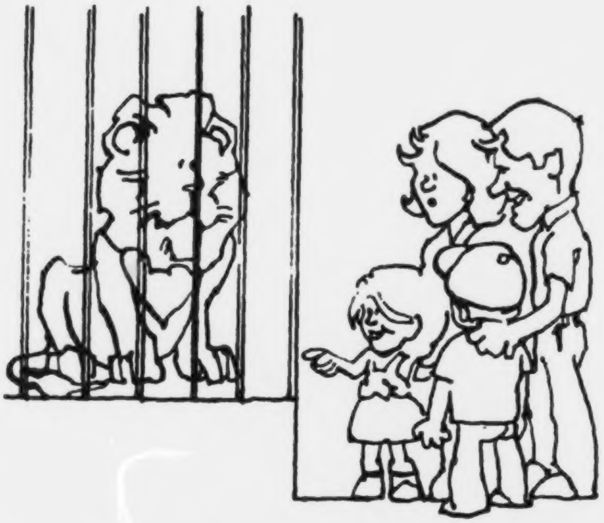
3. Recalling Information

Recalling, or remembering, details

- After reading a picture book, go back to the beginning of the book and, using the pictures, encourage the child to retell the story.
- Ask the child to try to remember and retell what you read the night before.
- At the end of a television cartoon or program, ask the child to remember and retell the events it portrayed.
- Ask the child to recall details from a story that are not pictured.
- Tell a story and ask the child to retell parts of it.
- Ask questions that will cause the child to recall what was read.
  - "Who got a new puppy?"
  - "What three foods did Wilbur have for breakfast?"
  - "When did Grandma make the cookies?"
  - "Where did Mother work?"
  - "Why did Sally ride the bike?"

Then open the book to check the answers.

- Encourage the child to ask questions to test your own recall.
- Ask the child to retell a house rule and to explain the reason for it. ("I'm not allowed to eat snacks before lunch because I would not be hungry at lunch.")
- Encourage the child to retell stories using sock puppets, dolls, or stuffed animals.



4. Adjusting Reading Rate

Recognizing various types of books

- Talk out loud as you use various types of books. ("I will read this recipe book slowly and carefully so I will not make a mistake. I will quickly read the *TV Guide* to see what television program is on at six o'clock.")
- Read some directions slowly, and repeat the directions to show how important it is to read carefully.
- Read stories in a natural, conversational manner. Use expression. Explain that you will read "just like people talk."
- If you are taking a class or trying to learn something new from a book, tell the child how you will need to read slowly and carefully.

5. Formalizing Study Methods

Modeling appropriate behavior for study

- Establish a quiet time and place for reading to the child. Find a place that will be comfortable for the reader and the listener.
- Make reading time a priority. Talk out loud as you demonstrate that reading (study) is a priority. ("Before I can watch television, I want to sit down and relax with a good book.")
- Demonstrate to the child that you can, and do, read anywhere. Take a book for yourself and the child when you go to the laundromat, the dentist's office, or anywhere you might need to wait.
- Limit your television viewing. Allow each person (parent and child) a set amount of television time, or allow each to earn television viewing time. ("After I study for one hour, I will watch a one-hour television program." "After your story time, let's watch a little television.")
- Demonstrate that you study or do paperwork, such as paying the bills, before you watch television, go bowling, or play cards. Talk about this habit. ("Before I can go bowling, I must finish writing this paper.")
- Talk positively about the school experience. ("You will love going to school. You will learn to study all kinds of things, like the weather, books, and numbers.")

6. Using Graphic Aids

Using pictures as an aid in understanding text

- Look together for happy or sad faces in pictures or in the comics.
- Read the comics together and ask questions about the illustrations. ("Is she angry because the toast is burned? How do you know the toast is burned? How do you know she is angry?")
- While reading a story, stop and check to see if the picture is accurate. ("The book says his wagon was green. What color is the wagon in the picture?")
- Encourage the child to tell stories based on the pictures.
- Tell stories using wordless picture books. Encourage the child to tell parts of the story using pictures as guides.

7. Following Directions

Following one-step and two-step oral directions

- Ask the child to complete simple tasks. ("Please put the book on the table.")
- Ask the child to complete two-step tasks. ("Please give the doll to Grandma and the toy kitten to Dad.")
- Begin helping the child to follow directions with paper-and-pencil (or crayon) tasks. ("Please color the bird blue. Put an X on the picture of Snoopy in the comics. Draw a line from Snoopy to Charlie Brown.")
- Establish simple rules that the child can follow daily. ("Please put your dirty clothes in the blue basket.") These rules will need to be consistently reinforced. ("We will play after we check to make sure that we all put our dirty clothes in the blue basket.")

Our Favorite Activities

The North Central Regional Educational Laboratory (NCREL) is a nonprofit corporation that utilizes the results of educational research and development to improve education. Founded in October 1984, NCREL was created by a coalition of Chief State School Officers and deans from nineteen institutions of higher education in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. NCREL's primary source of funding is through a five-year contract with the United States Department of Education's Office of Educational Research and Improvement (OERI).

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Study Skills Begin at Home

Book 2: Kindergarten–Grade 3

Ohio Department of Education
Columbus, Ohio
1990

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Study Skills Begin at Home

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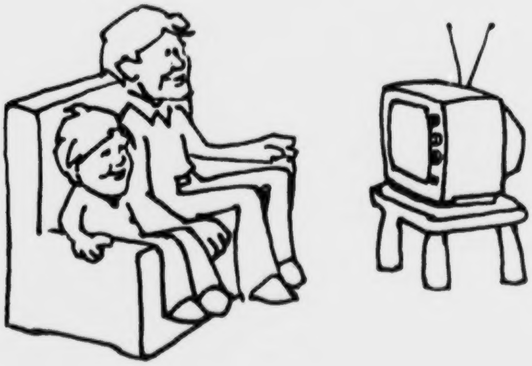
What is important is that parents and families recognize their ability to positively influence their children's development, and that they encourage appropriate activities during the preschool years and throughout the students' school career. Students need a solid foundation to master the more difficult study skills tasks required of them as they get older.

Parents and families of children in kindergarten through grade 3 can do many activities that reinforce the study skills instruction provided in school. Parents and families need to establish a daily "study time" to read to and talk with children and encourage children to read and write.



Study Skills Are Developmental

Study Skill Grade	Locating Information	Organizing Information	Recalling Information
Preschool	• recognizing the alphabet • recognizing numbers • learning about books	• sorting information into categories or groups • establishing categories or groups • sequencing information	• recalling or remembering ideas
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4–8	• using book parts • extending dictionary skills • understanding book classifications • using special reference materials	• categorizing terms into superordinate, subordinate, and equal-status relationships • understanding paragraph patterns • locating the main idea • developing outlining, summarizing, and note-taking skills	• employing organized reading study strategies (SQ3R) • employing memory aids, e.g., association, imagery
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Adjusting Reading Rate	**Formalizing Study Methods**	**Using Graphic Aids**	**Following Directions**
• recognizing various types of books	• modeling appropriate behavior for study	• using pictures as an aid in understanding text	• following one-step and two-step oral directions
• exhibiting familiarity with various types of books • establishing purposes for reading	• recognizing ways to improve the study environment • modeling appropriate behavior for independent study	• using pictures as an aid in understanding text • reading picture graphs, circle graphs, and pie graphs	• following one-step and two-step oral directions • following one-step and two-step written directions
• demonstrating the ability to vary rate with purpose • using skimming and scanning techniques	• employing techniques for improving concentration • using a form of scheduling to manage time • establishing appropriate study techniques for exams	• reading and interpreting tables, charts, and bar and line graphs • reading and interpreting maps and diagrams • reading and interpreting time lines	• following three-step oral directions • following three-step written directions • following multistep oral directions • following multistep written directions
• using skimming techniques to evaluate written materials	• completing independent assignments • researching information in an organized manner	• preparing graphic aids as a means of presenting information • interpreting political cartoons	• following multistep written directions • interpreting directions for applicability

Reinforce K-3 Study Skills at Home

1. Locating Information

Alphabetizing

- Read ABC books of all kinds to the child.
- Show the child small letters (lowercase) and large letters (uppercase), and ask if they are different (a–A).
- Talk about "same" and "different" with letters (a–a, a–d, b–b, b–d, and so on.)
- Encourage the child to look for similar words. (If she knows "cat," have her look for "hat.")
- Encourage the child to find pictures of things that begin with a sound that he knows. ("Let's look for something that begins like bat.")
- After the child recognizes the letters of the alphabet, encourage the child to put the letters in alphabetical order. Start with just a few letters of the alphabet.
- Allow the child plenty of opportunity to practice alphabetizing. Repetition is important for mastery.
- Show the child how to alphabetize words using the first letter (art, bat, car). Foster repetition through games. ("Find a word on this page that comes after the word 'bat.' ")
- Encourage the child to alphabetize her spelling words. Begin by placing words in two groups:

  A to M N to Z

  When that becomes easy, use three groups:

  A to I J to R S to Z

  When that task is easy, use four groups, and so on. Keep adding groups until there is one group per letter of the alphabet.
- Play alphabetizing games. Use friends' names, shopping lists, new vocabulary words, or whatever seems natural.
- When it is easy for the child to alphabetize using the first letter of the words, practice looking at the first and second letters (bat, bet, bit, boot, but, and so on.)

Locating words and meanings in the dictionary

- Read a variety of ABC books to the child.
- Encourage the child to make a cut-and-paste ABC book using pictures from magazines, newspapers, and junk mail.
- Libraries have a variety of picture dictionaries. Look at picture dictionaries with the child.

- Use junk mail envelopes as file folders. Label these envelopes with the letters of the alphabet. The child can file pictures and/or words according to the correct letter of the alphabet. When enough pictures are saved, the child can make a picture dictionary.
- When the child is comfortable using a picture dictionary, introduce him to a junior dictionary. The library has junior dictionaries to use.

Using table of contents

- Many elementary schoolbooks have a table of contents. Libraries also have books that have a table of contents. Find a book that has a simple table of contents to share with the child.

  Look up something together that is of interest to the child.

	Page
Cats	7
Dogs	9

- When you visit the library, go to the nonfiction section and have the child select a book with a table of contents to practice looking up topics of interest.
- Practice with the child using the table of contents for a fiction book and for a school textbook. ("Where is Chapter 5? On what page would we find Early Ohio Inventors?")
- Make a game of finding information using the table of contents. For example, if the table of contents lists the following, you might ask, "Where would I begin to look for beagles?"

	Page
Pets	27
Birds	29
Cats	33
Dogs	37

- Show the child how to use the table of contents in newspapers and magazines. ("Where would we look for the comics? Where would we find the story on bats?")
- Encourage the child to make a simple picture book with a table of contents.

Exposure to reference materials

- Use reference materials at home or at the library. (Reference materials are printed that are easy to use.) Children like books of interesting facts. Books of world records or sports facts, for example, may be a good place to begin. ("Let's read to find out who struck out the most consecutive batters in the 1980's.")
- Encourage the child to gather family-and-friend facts for a personal reference book. ("Who can jump the farthest?")
- Using a simple encyclopedia, read something of interest to the child. Select a short entry. Discuss the information. Have the child tell you as much as she remembers about what you have read. Ask questions to fill in any gaps in her summary. ("When did this happen? Where was he living?")
- After the child can hear and summarize simple encyclopedia references, help him to summarize in writing. Key words may help him to summarize.

  Who is the paragraph about?

  When did she live? Is she still alive?

  Where did she live?

  What did she invent? (discover, do, etc.)

  Why is she important enough to be in the encyclopedia?

  Using key words in his own sentences will help him summarize without copying information.

Proper care for books

- Model how to care for books. Talk with the child about the things that might hurt books. Make a list of things not to do.

  I will not get books wet.

  I will not turn down page corners.

  I will not write or color in library books.

  I will not drop books.

  I will not let my dog (baby brother, etc.) have school books to play with.

  Make a list of things to do with books.

  I will keep books safe.

  I will put books on my bookshelf (or in book box or desk).

  I will return library books.

  I will return borrowed books.

  I will use a bookmark.

- Make or buy a book bag for the child to carry books to and from school. The child could help to make his own book bag using two old cloth placemats sewn together on three sides.

Appropriate library behavior

- Library behavior must be learned. Start with simple rules related to quiet. ("Let's use our soft 'library' voices.")
- When you visit the library, ask if there are any rules for library use. If there are specific rules, discuss them with the child.
- Apply for a library card for yourself and for the child. This will reinforce the importance of visits to the library.
- Talk to the child about the rules before each visit. See if she remembers the rules (quiet, no running, no eating.)
- Reinforce the return policy. Mark the due dates on the family calendar. Keep library books in a specific place, so that they will be found easily when you are ready to return the books to the library.

General understanding of book arrangement

- When talking about books, use terms such as "title page," "cover," "table of contents," "chapter headings," and "index."
- Discuss page numbers. Ask the child to find some information on a particular page.
- Play "treasure hunt." See how quickly the child can find a particular section or page in a book.
- Discuss with the child what the words on the book cover and the title page mean. For example, read aloud the book title and the author's name. Have the child discover the title and the author's name on other books.
- Show the child that fiction books in the library are grouped by the author's last name. When the child likes a particular book, use the last name to discover if the library has other books by that author. ("Let's look on this shelf to see if there are other books by Eric Carle.")
- Help the child select books that have similar titles. For example, he could select books with the word "bear" in the title. (The card catalog will be helpful when the child is ready to use it.)
- Use a book with a simple table of contents and/or index to find information of interest to the child. ("Let's look in the index. Does this book have any information about boats?")

2. Organizing Information

Sorting information into categories

- Find out what the child is studying in school. Help her sort the words she is learning into categories, or groups. For example, if she is learning about farm animals, provide two category headings and help her sort animal pictures or words into the correct group.

Fur	Feathers
cow	duck
horse	chicken
goat	goose

- Think up three or more categories for the child to use to sort toys. Allow him to put the toys away according to these categories.

Dolls	Stuffed Animals	Toys With Wheels

- Have the child sort objects and then resort them according to different categories. ("Now that you have sorted the buttons by color, sort them by size.") Egg cartons are useful for sorting small items, such as buttons.

Establishing categories

- After the child has had experience sorting words and objects, have her make up her own category headings. ("The buttons have been sorted by color. How else could you sort them?")
- Encourage the child to use bookcase shelves or storage boxes to put toys and books away everyday. Have the child select how to sort the objects. For example, he may wish to keep large books on the bottom shelf, small books on the top shelf, and toys in the large toy box.
- While doing the dishes, talk about items as they are being dried. Let the child decide how to put them away in the proper group. ("Here is a large wooden spoon. Does it belong with the coffee spoons, or do we need a new group?")

Sequencing information

- Talk about the tasks that need to be done. Make a list of these tasks. Discuss with the child in what order the tasks should be completed. ("What should come first, doing the wash or doing the ironing?")
- When you need to run errands, allow the child to help put the "stops" in order. Encourage him to draw a map to help plan the trip. Talk about the things that may determine the order.

  house post office grocery
  gas station library drugstore

  - You are at your house.
  - It is 11:00 a.m.
  - The car is almost out of gas.
  - The mail is picked up at 11:30 a.m.
  - The library closes at noon.
  - The drugstore opens at noon.
  - We need bread and peanut butter for lunch.

  ("Where should we go first? Why?")
- Read recipes aloud. Ask the child to identify the words that show the order in which things should be done.

  First turn on the oven to 350°. Now pour the cookie mix and milk into a large bowl. Next, add the dates and nuts. After the mixture becomes smooth, then add the raisins.
- Cut apart comic strips and encourage the child to put the pictures back in the right order.

Determining essential and nonessential information in stories

- Read to the child daily. Read a variety of magazines, books, poems, and comics. Make reading-time part of the daily schedule. As you read to and with the child, ask simple questions. ("Would the story be the same if the three bears had been at home when Goldilocks arrived?")
- When using the *TV Guide* or television section of the newspaper, make a game of locating the information you need. ("Do we need to look at Monday's schedule? Do we need to look at the morning part of the schedule?")

- Ask questions before, during, and after you read a story or watch a television program.

  Before— "This is a story about a boy and his dog. What do you think will happen first?"

  During— "Before we begin reading Chapter 3, do you think it is important that it looks like a snowstorm is coming? Could that make a difference in the story?"

  After— "Was it important that the car was old?"

- As you work in the kitchen, ask the child what is needed (essential) to make a certain recipe. Ask what would be nice to add if we had some.

Need	Not needed, but nice
cookie mix	raisins
eggs	nuts
milk	apple bits

- Tell a story with extra happenings or details (e.g., items Little Red Riding Hood might have carried in her basket). Then ask the child to tell which details were not needed to understand the story.

- Read two versions of the same story. Let the child see what one author added that might not be necessary. For example, there are many versions of *Cinderella* and *Snow White.* Walt Disney added many things to these stories that are wonderful additions, but are not necessary to the story.

- Encourage the child to write mathematics story problems. Show her how to use the important words and numbers.

  Tina has three kittens. Her sister has two kittens. How many kittens are there together?

  Tina has three kittens. Her brother has two kittens. How many more kittens does Tina have than her brother?

  Discuss the key words. ("What word means to add? What word means to subtract?")

- Share a mathematics story problem as you wash dishes.

  Dad washed five green plates. Sally washed three green plates and two yellow plates. How many green plates were washed?

  Before solving the problem, ask what number was not needed to solve the problem.

- Read a short article in the newspaper. Ask the child a related question. Before he answers, ask him to tell or show what information from the story is not necessary to answer that question.

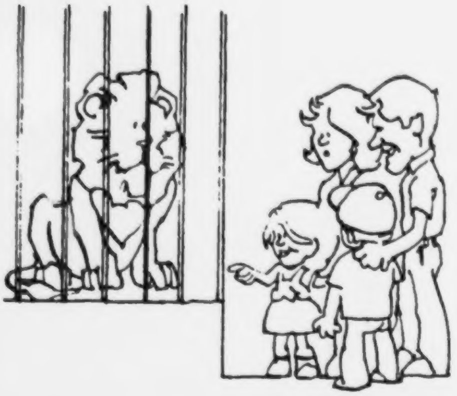
3. Recalling Information

Recognizing that different types of questions require different sources of information

- Place different types of books, newspapers, and magazines on a tabletop. Ask questions and have the child pick up the appropriate source(s) for the needed information. ("Where would we find the score for last night's Pirates-Reds game? Where would we find a picture of Templeton, the rat? Where would we find a table of contents? Where would we find a coupon for the grocery store?") Many questions will have several answers, or sources, to use.
- Use the table of contents together to locate a topic of interest in a book. Later, ask the child a question related to the topic. She may recall information from her past that allows her to correctly answer. If so, ask her to use the book to confirm the answer. If not, ask her to independently seek the answer in that (or another) book.
- Together, use an index to locate some specific information of interest. Allow the child time to search the book for the information. It may take several books to locate the specific information desired. Emphasize that one cannot be sure that a book contains the necessary information by looking only at the table of contents or the index.
- Look for two different written information sources that have conflicting information. Talk about why or how this might have happened. ("Why do you think that my old science book says there are eight planets and your science book shows nine planets?")

Using questions to help generate interest

- After reading a story, ask the child to close the book (or turn over the paper) and recall, or remember, details. After he gives an answer, have him open the book and confirm the answer's correctness.
- Ask the child to retell a story in her own words, making sure she doesn't leave out necessary pieces. If she needs help, ask her questions that will help her recall the missing details.
- Encourage the child to retell a story or an event in the correct sequence. ("Can you tell me how to do the laundry?") Ask questions to help him remember, if necessary.
- Ask the child a question, or make a statement, that will direct his attention to specific information before he reads a story. ("I want you to read to find out how the bat catches its dinner. When you are finished reading, I want you to tell me about it.") This will "set the stage" for his memory to work.



- Put key question-words (who, what, when, where, why, and how) in a jar (or bag, box, or hat). Before or after reading, have the child pull out a question-word to answer. Encourage her to put the word into a sentence and to answer using a sentence. ("How did Paula reach the book? — Paula stood on a chair to reach the book.")
- Encourage the child to ask complete questions before she reads on in a story, and to suggest possible answers. This will help her to predict what might happen. ("What will Sally see when she opens the present? — I think she will get a puppet or a book.") Ask her why she suggested these presents.
- While you are reading or watching television, have the child ask you questions about something that might happen next. ("Where do you think Tim will hide?")

4. Adjusting Reading Rate

Exhibiting familiarity with various types of books

- Take a trip to the library and look at the various types of books available. Become familiar with the two basic types of books and where they are kept in the library. ("Let's find the storybooks. These are sometimes called fiction books. Now, let's find the fact, or nonfiction, books. Can you locate the encyclopedias in this section?")
- Put various types of books on a table. Ask the child to tell which part of the library they come from. Keep the task simple. Ask questions if he is having trouble. ("Does it look like it tells a story?")
- Put simple questions on cards and encourage the child to select a book from a group of books that might have the answer. The child may look in the books before choosing.
- Have the child make two groups of reading material: items that are simple and easy to read, and those that are harder and take longer to read.

Simple and easy	Harder and take longer
comic book	encyclopedia
picture book	mathematics book
	recipe book

- Use a library card catalog to locate different kinds of books on a certain topic, such as "bears." Show the child how many different kinds of books can be found on one topic. Find some of the fiction and some of the nonfiction books. Decide which books he could read, use for a report, and enjoy.

Establishing purposes for reading

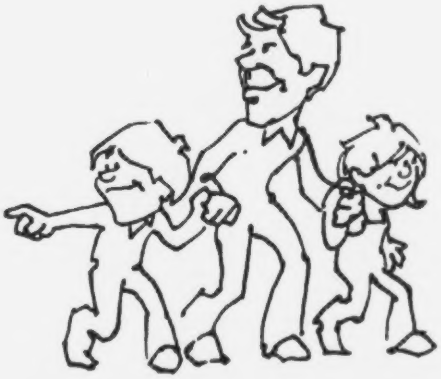
- Together, discuss and list reasons for reading. Reasons might be to
  - Locate information
  - Find a town on a map
  - Enjoy
  - Get help
  - Find an exit
  - Build or make something
  - See what is on television at a certain time

  Put a selection of reading materials on a table. Have the child match the reason to the reading material (e.g., to get help — telephone book).
- Ask the purpose for reading a book for a homework assignment. ("What questions will you need to answer to complete this assignment?") Encourage the child to stop and write down the answers (at least the key words) when she finds them in the book.
- When appropriate, have the child read to locate a set number of items. ("Read to locate the names of the nine planets. Make a list of the nine planets as you read.") This will give him a purpose and will help him recall how many planets there are.
- Have the child leaf quickly through a book and guess what will be important in the assigned reading before she actually reads. (The dark-print titles and subtitles used in some textbooks will help her see the important points to use and to recall.)

  EARLY OHIO SETTLERS

  English Fur Traders

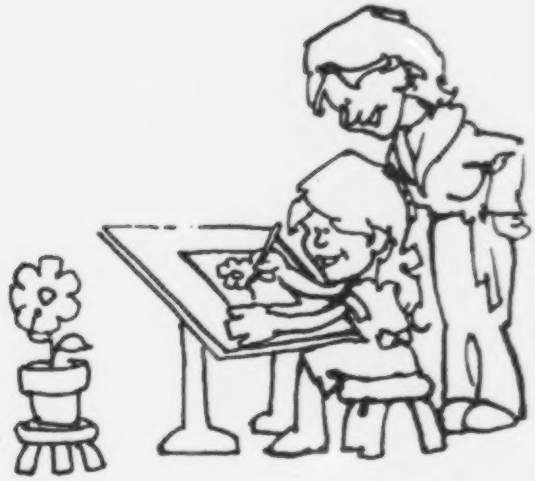
  If necessary, ask some questions to start her thinking. ("Where might these fur traders have lived in Ohio? Do you think Ohio had traders from countries besides England?")



5. Formalizing Study Methods

Recognizing ways to improve the study environment

- Select a quiet, private place for the child to study. Make sure there is enough light and a comfortable chair at a desk or table. Select a place away from a radio or television that might distract the child. Select a place that will not have family "traffic."
- Some children need supervision until they become independent learners. Encourage these children to study while you fold laundry or read nearby.
- Together, make a list of what is needed for a "study spot." The list may include items such as pencils, paper, an eraser, scissors, a ruler, and crayons. Put the necessary items into a study box for the child.
- Set a daily time for quiet study or reading, whether or not the child has homework. This establishes the importance of reading. In addition to a "study spot," the child may have a favorite chair or place for reading. Encourage him to use this place for his daily reading.
- Find out the class schedule for the child's school work. For example, if a spelling pretest is given each Wednesday, establish a routine that includes spelling practice on Monday and Tuesday.



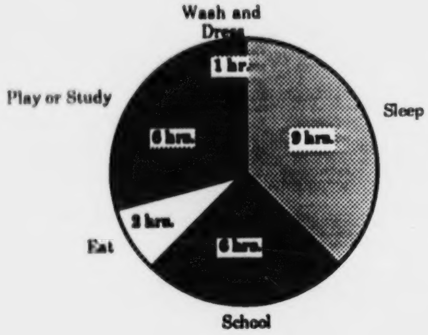
6. Using Graphic Aids

Using pictures as an aid in understanding text

- Share wordless picture books with the child. Using the pictures, tell a story to the child. Encourage the child to use the book to tell you a story.
- Look together at cartoons or comics without words. Invent what might be the conversation.
- With the child, look at pictures. Encourage her to tell what she thinks is going on. Help her elaborate on the story.
- Using a picture as a story-starter, take turns telling what went on before, during, and after that picture was taken.
- Have the child cut out pictures from newspapers or magazines that show people with various characteristics, such as "happy," "sad," "old," or "young."

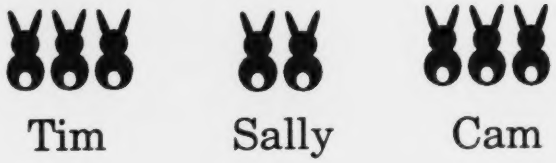
Reading picture graphs, circle graphs, and pie graphs

- With your help, have the child construct a simple pie graph to show how his day is spent.



- Look in the child's mathematics textbook for simple graphs. Talk together about the graphs. Encourage the child to explain the graphs to you.
- Have the child draw simple picture graphs.

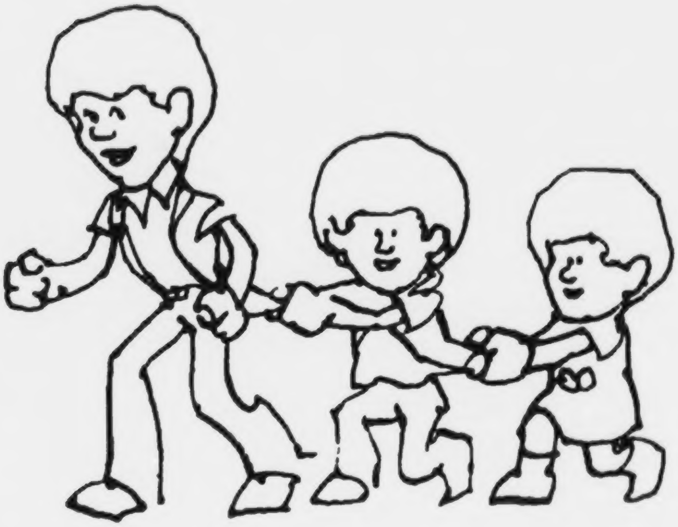
Tim has 3 rabbits.
Sally has 2 rabbits.
Cam has 3 rabbits.



7. Following Directions

Following one-step and two-step oral directions

- Play games that will require the child to listen carefully and to follow oral directions. Games like "Simon Says" will foster oral and visual skills in following directions.
- Give simple oral directions that will involve one step. ("Put the pan in the sink.")
- Increase the steps needed to complete the task. Give two-step oral directions to complete activities that follow closely in time. ("First add the melted butter. Then add the milk.")
- Increase the time needed to follow the two-step directions. ("First dust the furniture in the living room. When you are done, please feed the dog.")
- Make a game of following directions. ("Give the doll to the tallest person in the room. Place the doll's hat on the person with blue eyes.")



Following one-step and two-step written directions

- Make "chore" cards and place them in a jar. Let the child select a chore to do. (Take out the garbage.) Add "double-chore" cards. (Clear the table after dinner and wash the dishes.) Make "buddy-chore" cards. (Select a buddy to help you fold the clothes.) Add bonus cards. (This is your night off.)
- Help the child write down on separate sheets of paper the chores she needs to do each week in her own room. Place these in a jar. Allow her to select a chore a day to do. Some chores will be one-step and some will be two-step.
- Ask the child to describe how to do something he has done before. Have him write down the directions, step by step. When he is done, have him read the directions while you follow them exactly. He may soon notice that he has not remembered to write down everything that needs to be done. Also, the steps may not be in the correct order.

  Good ideas for this activity are

  - making a peanut butter sandwich
  - making a bed
  - rolling and cutting out cookies

Our Favorite Books

Our Favorite Activities

The North Central Regional Educational Laboratory (NCREL) is a nonprofit corporation that utilizes the results of educational research and development to improve education. Founded in October 1984, NCREL was created by a coalition of Chief State School Officers and deans from nineteen institutions of higher education in Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. NCREL's primary source of funding is through a five-year contract with the United States Department of Education's Office of Educational Research and Improvement (OERI).

The initial printing of *Study Skills Begin at Home* was paid for by NCREL.

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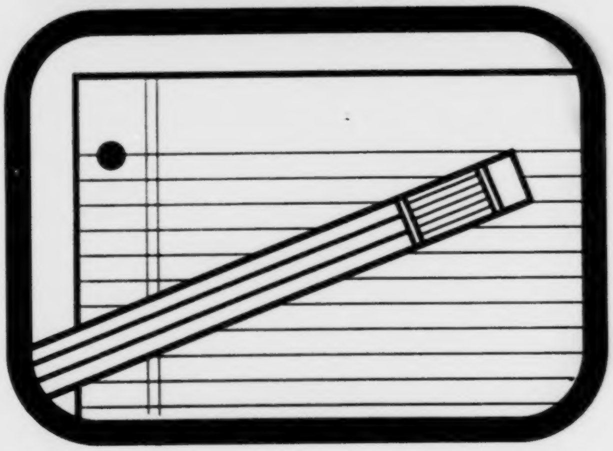
FOR PARENTS ONLY



PARENTS: PARTNERS IN STUDY SKILLS

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As a parent you are a **PARTNER** in your child's learning and play an important role in helping your child become a better student. Although all schools teach study skills, the greatest use of study skills often occurs at home as your child does homework. Your child's successful completion of homework may very well depend on your encouragement and reinforcement of good study habits and attitudes. **PARENTS: PARTNERS IN STUDY SKILLS** provides useful suggestions to promote a sound study environment for your child.

STUDY SKILLS

Why Are Study Skills Important To My Child?

academic success

independent learning

- Children with good study skills are more likely to be better readers, receive higher grades, and find that learning can be enjoyable.
- Being an independent learner is another benefit of good study skills. Whether your child decides to enter the working world or continue with more education, study skills will become valuable life skills.

What Are Study Skills?

types of study skills

- Study skills are a combination of learned abilities used to organize and manage the way we learn. Following directions, locating information, recalling information, reading for a purpose, etc., are just a few of the study skills that are needed for successful learning. Also, children need effective ways of applying study skills. These are called study habits and attitudes.

When Are Study Skills Taught To My Child?

at all grade levels

- As early as the primary grades, your child is taught a variety of study skills. Study skills instruction continues through the elementary and middle grades providing your child with a good foundation for high school.

PARENT INVOLVEMENT WITH STUDY SKILLS

Provide Support and Encourage Communication

continued support

be available to answer questions

building self-concept

be a good listener

communicate the importance of education

establish a sharing time

- It is very important for you to provide sup to your child as he or she enters junio senior high school. Especially talk with your child about the importance of study. A few suggestions would be to:

☐ Establish an atmosphere in which your child feels free to ask questions about homework.

☐ Continue to build your child's self-concept by accepting your child without a great deal of criticism or surprise.

☐ Be a good listener and encourage your child to ask questions about things that are hard to understand.

☐ Communicate an appreciation for learning, study, and school by providing a variety of reading materials at home and by making a point of sharing new information that you discover in your daily reading.

☐ Show that you appreciate the value of the skills and information that your child is learning by setting aside a sharing time with you.

check on homework

interest in school

- ☐ Expect that some school-related work will be accomplished nightly.
- ☐ Demonstrate your belief in the importance of education by your conversation and your interest in school activities.
- ☐ Take advantage of opportunities (i.e., teacher conferences) to communicate with the school about your child.

Ensure A Good Study Environment For Your Child

improving concentration

● Concentration — the key to academic success — is simply the best way to think. Yet, it is often a difficult problem for many children. Parents can help their child's concentration by providing a good study environment. Below are listed several things you can do that will aid your child's ability to concentrate.

a place to study

- ☐ Provide your child with a definite place to study that is free from outside distractions. A study area, whether a desk or table, should be kept clear of non-school items. Popular magazines, comics, games, etc., if left in a study area, can cause your child's attention to wander from studying.

proper lighting

quiet

sleep and proper diet

- ☐ Ensure proper lighting for your child when studying. Glare, flickering lights, and any sharp contrast between light and dark in a room can cause eye strain.
- ☐ Require some quiet hours during studying. Your child should not study with background music from the radio/stereo or in front of the TV. In a noisier place, it takes more energy to study. Also, limit telephone calls to a time period after homework has been completed.
- ☐ Ensure proper amounts of sleep and a nutritious diet for your child. Children need energy for effective study.

Help Your Child Work On A Positive Attitude Toward Studying

maintain proper attitude

discuss problems

- ● Children need to learn how to maintain a proper attitude for studying even when other more pressing problems interfere.
- ● If you find your child unable to concentrate and seemingly preoccupied, take a few moments to discover the problem and try to work out a solution with your child.

refocus attention

self-encouragement

positive thoughts

- At other times, your child may simply need to refocus attention on studying. Encourage your child to use self-encouragement phrases or positive thoughts.

  ☐ "OK, I can do it." "I need to look for the main idea," and "I know this studying will help me in the taking of the test," are examples of self-encouragement phrases your child can use.

  ☐ Projecting a picture of a desired result can also help concentration. For example, your child could picture an image of doing well in a testing situation or participating in a class discussion. Through such positive thoughts, your child can see the benefits of study.

Help Your Child Plan Study Time

schedule

- Organize study time by keeping a schedule which will

  ☐ Give your child more time for other activities;

  Keep your child up-to-date on school work;

  ☐ Help your child meet deadlines and avoid a last minute rush to complete the work; and

  ☐ Help improve your child's grades.

daily checklist	● On a 3 x 5 card or small piece of paper, have your child plan the activities for the day or for the following day. By having a written record, your child will not have to worry about forgetting what needs to be done and will be able to think through the day in advance.
blocks of study time	● Right after school or early evening are probably the best times for your child to schedule study time. If studying is left to the end of the day, children are usually too t[illegible] and don't have the energy to do t[illegible] homework well.
study breaks	● Your child's study time should be divided into blocks of 40-50 minutes. After each block of study time, a 10-15 minute study break should be taken. Such breaks allow rest and serve as a reward for the time spent studying. After each study break make sure your child returns to studying.
weekly schedule	● Your child may also want to establish a weekly schedule which allows for long-range planning. This type of planning is important when your child has outside commitments such as a job, music lessons, sports, youth groups, and clubs or other activities.
check homework	● Finally, check to see that assignments have been completed and done on time. This shows your child the value you place on homework.

Help Your Child Get Ready for Tests

a diagnostic tool

positive attitudes

review previous tests

avoid cramming

- Tests are a way of determining your child's strengths and weaknesses in a particular subject or skill. Such assessments provide teachers with information for future instruction.
- Help your child see the testing situation in a positive light and not as something to be feared. If your child views testing positively, studying for the test will be more productive.
- When your child brings home a corrected test, take a few minutes to go over the test together. Discuss the questions that were left unanswered or were marked as incorrect. Determine with your child what should have been the correct answer or how to improve studying to prepare for that type of question.
- Make sure that your child does not put off studying until the day before the exam is given. "Cramming" for a test increases anxiety which, in turn, interferes with your child's ability to study. Help your child establish a review schedule that spreads out the study time for a test. Five or six hours of study spread out over a week is more productive than trying to study five or six hours the night before the test.

review test taking procedures

- Review the following basic test-taking techniques with your child prior to the test.
  - ☐ Read all directions carefully.
  - ☐ Review key test terms and their meanings. For example:
    - compare - show similarities, differences
    - define - explain and give an example
    - outline - show a breakdown of a general idea
  - ☐ Watch out for words such as
    - usually
    - not
    - only
  - ☐ Find out if there is a penalty for guessing.
  - ☐ Quickly look over the total test - a question in one part of the test may answer one in another part.
  - ☐ Answer only what is asked - watch for words which demand thorough responses such as
    - explain
    - discuss

notetaking

- Encourage your child to take notes in class. These should be read as soon as possible after taking them (to add, subtract/correct information, a few days before the test, and again right before the test.

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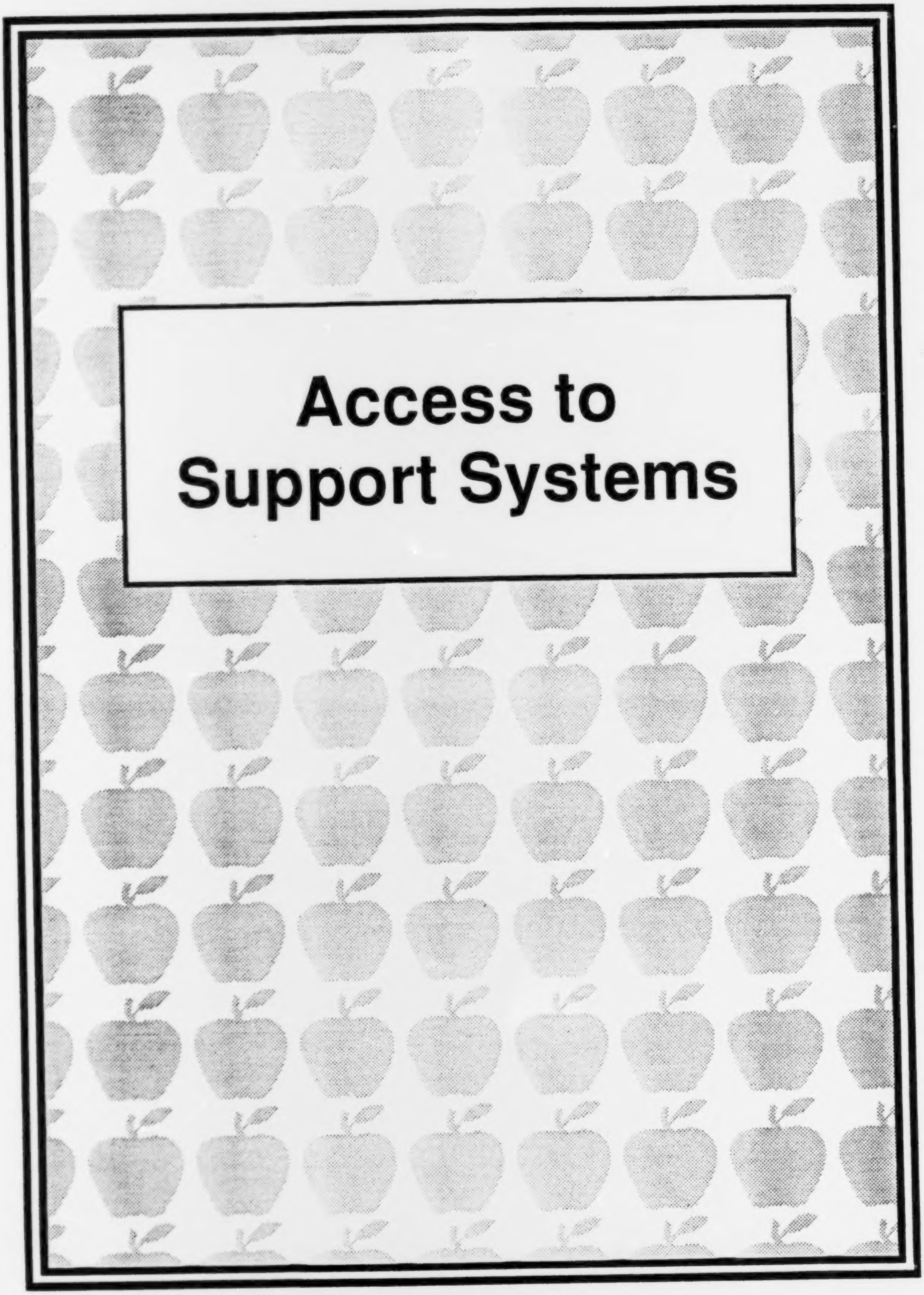

Access to Support Systems

TABLE OF CONTENTS

Key Concepts

Community Resources Guide Worksheet

"Developing Support Systems"

"Accessing Community Services"

KEY CONCEPTS

1. Knowing when to seek help and support is an important parenting skill.
2. Knowing where to turn for support can aid parents in obtaining needed assistance.
3. Knowing how to access support systems can help parents overcome barriers and obtain needed services.

Key Concept:

Knowing **when** to seek help and support is an important parenting skill.

Outcome Statement:

Parents will be able to identify situations when support may be needed.

Background:

Parents may need to access information, support, and services for a number of reasons. They may have questions about their child's development; they may be concerned about their child's progress in school; they may suspect that their child is using drugs; or they may have any number of other concerns.

Being a parent can be a very difficult, stressful, and sometimes frustrating job. Many factors can increase the amount of stress a parent is experiencing, including

- alcohol or drug abuse
- depression
- financial problems
- handicap or disability
- health problems
- lack of information (child development, parenting, discipline)
- marital problems
- mental illness
- parents who were abused as children
- parents with low self-esteem
- parents who are very young
- poverty
- social isolation
- unemploymentor underemployment

Trainers can help parents recognize situations when outside resources could be used.

Activities:

See "Family Ties" modules on "Developing Support Systems" and "Accessing Community Services."

Key Concept:

Knowing where to turn for support can aid parents in obtaining needed assistance.

Outcome Statement:

Parents will be able to identify sources of support.

Background:

Parents may not be aware of all the support systems and community resources that are available to them. As taxpayers and/or residents, they are entitled to assistance from many publicly-supported agencies at the local, regional, state and national levels. As participants in the school system, they have access to school-based services. Simply as friends, members of families, neighborhoods, religious congregations, and communities, they are involved in informal or peer relationships that can offer support. Knowing where to turn, however, can be confusing. Trainers can help make parents aware of what is available to families with particular needs.

Activities:

See "Family Ties" modules on "Developing Support Systems" and "Accessing Community Services."

Key Concept:

Knowing how to access support systems can help parents overcome barriers and obtain needed services.

Outcome Statement:

Parents will learn strategies for accessing support systems.

Introduction:

After identifying when and where to seek support for a particular problem or family situation, parents can still face barriers to obtaining needed information and assistance.

Being able to communicate needs is an important skill in accessing support systems. Trainers can help parents become aware of and practice using skills that will help them obtain the needed support and services.

Activities:

See "Family Ties" modules on "Developing Support Systems" and "Accessing Community Services."

"Family Ties" is a parent-education project of the Ohio Coalition for the Education of Handicapped Children. The program includes nine training modules. Two of those modules, "Developing Support Systems" and "Accessing Community Services," are included here in their entirety.

Although these modules were designed for families with young children who have handicapping conditions, they can be easily adapted to address the needs of almost any family needing to access support systems.

Each of these modules can be used as is (two hours to present) or in part. Accessing support systems may be addressed as the sole topic of a parent-group session or may be incorporated with other topics (e.g., understanding human growth and development). The important concepts are that parents will know when there may be a problem, where to turn for help, and how to obtain needed assistance.

Family Ties
A Workshop Series for Parents of Young Children

DEVELOPING SUPPORT SYSTEMS
Module F

LEADER'S MANUAL

AGENDA

DEVELOPING SUPPORT SYSTEMS
Module F

INTRODUCTION AND THE VARIETY IN SUPPORT SYSTEMS	30 Minutes
- Getting Acquainted Interview - Support Systems	
BARRIERS TO GETTING SUPPORT	40 Minutes
- Debbie's Story	
- Break -	5 Minutes
ASKING FOR SUPPORT AND OVERCOMING BARRIERS	30 Minutes
- Karen's Story	
WRAP UP AND ACKNOWLEDGMENT ACTIVITY	10 Minutes

DEVELOPING SUPPORT SYSTEMS
Module F

Purpose of this Module:

To develop within parents an awareness of the importance of support systems in daily life and in crisis situations. Participants will develop an understanding of the difference between formal and informal support systems. Focus will be on creating and cultivating realistic and effective support systems within the family system and in the community.

Background Information:
All of us are aware of the importance of support networks in our everyday life. No one functions in isolation. People rely and depend upon other people. The kind of support network we utilize shifts and changes as our needs for support shift and change.

Formal support organizations exist to serve almost every need imaginable. As the name suggests, formal support systems are organized in a hierarchical structure with various levels of operation. Support groups may exist at local, state, regional, and national levels. Often it is easier for families to gather information about formal support systems at the national level. National levels of support organizations have offices and methods for providing information and referrals to and about state and local groups.

Another good way to gain access to formal support groups at the local and state level is to use the local phone book. This takes perseverance and imagination. All of us know how frustrating it can be to try to have your fingers do the walking when you are not sure what to look under or where to start. It is usually best to start with government or service agencies that may possibly know something about the kind of support you are seeking. If the agencies you call cannot help, be sure to ask where they would look. One needs to be creative in the search--try to think of as many different ways the support system you need could possibly be listed. Try them all.

Finally, the local newspaper can be an excellent source for locating support groups. Many newspapers regularly publish lists of support groups with the name of a contact person listed. A list of some formal support groups is included in the parent packet of this module.

Informal support systems enable people to find ways to meet their personal needs. This support can take the form of encouragement, reassurance, sharing, relief, practical help, counseling, listening, and just being there. Indeed, whatever personal support one needs is available. Most of us can easily identify our major sources of informal personal support--spouse, family, friends, co-workers, religious affiliations, neighbors, fellow members of social clubs, special interest groups, or volunteer organizations. Our informal support networks change as our lives change. At various times in our life, we turn to different people for support.

Parents, especially parents of young children, need and deserve support. Being the parent of an infant, toddler, or preschooler is a complicated and demanding job. The demands of that job become even more stressful and complicated if the young child has any special needs.

Note to the Leader:
Please understand that when participants are discussing their personal needs for support and their personal informal support networks, they will be touching on some very sensitive issues. In order to do that, people need to feel comfortable and safe. During your introduction you need to emphasize to all participants that things discussed in this workshop that may be of a personal nature will and must remain in strictest confidence. You can make it light-Aunt Mary doesn't need to hear in the grocery check out line that sweet niece Candy resents Aunt Mary for her lack of support-or whatever. Anyhow, just be certain to make the point.

In addition, participants may want to discuss or have questions concerning resources. Leaders should be aware of local service agencies and resources.

Module Overview

Module activities are designed to introduce participants to an idea or concept in a way that will help them relate these understandings to their own children and situations. It is important that you know the intended purpose for each activity. The activities included in this module include:

Introductory Activity **30 Minutes**

Getting Acquainted Interviews followed by
Group Discussion
Personal Support Needs
Sources of Support
- an "ice breaker"
- an introduction to the concept of the variety in support systems
- identifying a personal source of support

Recall a Time When You Needed Support **40 Minutes**

Debbie's Story
Barriers to Seeking and Getting Support with Discussion

Asking for Support **30 Minutes**

Overcoming Barriers

Wrap up and Closing Acknowledgment Activity **10 Minutes**

- questions and feedback time for participants
- participant Acknowledgment of those who have provided individual support
- time for closing remarks by leader

Room Set Up

- registration table with two chairs, name tags and marker
- pencils for each participant
- chairs arranged in a circle
- overhead projector, screen, transparencies & marker or chalk board & chalk

Introductory Script:

You may choose to use this script to get started in your workshop. It may be more appropriate to embed background information in this introduction using your own style. Before launching into the introduction it is important to introduce yourself.

> **Grabber:** "You've probably all experienced the kind of day when everything goes wrong. These days always seem to happen at the worst possible time...when your schedule is so packed that there is little room to breathe...or maybe it's a day you've been looking forward to with great anticipation...There are other kinds of days too...the "down" days. These are the times you look at your current situation or try to peer into the future and see no silver lining."
>
> "At these times we all need support. Getting the kind of support that really lightens the burden we are feeling is sometimes difficult to find. Most of us have had experience with those who try to "fix" our problems. But it isn't easy to "fix" how we feel...and often the "fixing" leaves us feeling even more inadequate or depressed."
>
> **Theme:** "There are all kinds of "supports". You are probably aware of formal support organizations. These groups exist to serve almost every conceivable need. A list of national support organizations is included in your resource packet."
>
> "Many communities have local support groups that are linked to these national organizations. If you can't find a "local listing" for a group you'd like to investigate, call or write the national office. Most are very willing to help you find the nearest local organization."
>
> "Support, though, is more than joining a support organization. A greater source of support for all of us may be with the informal supports that are all around us. This kind of support is found in encouragement, reassurance, sharing, practical help, counseling, respite, or just plain listening and understanding. If we look around us and think about who we go to in time of stress, sadness, and joy, we see family, friends, churches, doctors, therapists, and neighbors...many people in our community who have, at various times in our lives, provided the kind of support we looked for when it was needed."

Bridge: "There are many things which can complicate the already demanding job of parenting. Certainly, having a child with special needs can be one of those complications. In this workshop we will focus on informal supports which may lessen the stress we all feel at times. We will examine some barriers that keep us from seeking and getting support."

ACTIVITY: INTRODUCTION & OVERVIEW OF MODULE F

30 Minutes

Goal:

To get to know each other and to introduce the various support systems

Materials You Will Need:

- Getting Acquainted Interview Form (handout #1)
- Areas in which People Need Support (handout #2)
- Sources of Support (handout #3)
- Ways to Support Self (handout #4)
- Large paper and markers (for listing)
- Pencils for each participant

Procedures:

1. Introduce self & topic using module introductory information.
2. Ask participants to break into pairs, choosing someone unfamiliar.
3. Give each pair two copies of the Getting Acquainted Interview Form (handout #1).
4. Ask each pair to take 2-3 minutes interviewing each other; jotting down information on the forms to use in the introductions.
5. Remind partners to switch roles after three minutes.
6. Reconvene the total group after three more minutes.
7. Have each person introduce his/her partner by name, making interesting statement about him/her along with the situation selected and response as to who they would call. This activity should take no more than 8-10 minutes. (Note: Leader may want to ask for volunteers to begin this sharing)
8. Use the Leader Discussion Guide on the following page for additional ideas and direction.

GETTING ACQUAINTED INTERVIEW FORM

1. Partner's name ________________________________

2. Ask your partner to share some family information (for example: job, family members, travel, hobbies, etc.)

3. Ask your partner to imagine that she/he is driving along the expressway. Suddenly engine trouble develops and she/he is forced to pull over and find the nearest phone. Ask your partner who they would call and why.

4. Ask your partner to imagine that she/he has just won a $20,000 prize in the lottery. Ask your partner who they would phone with the news and why.

5. Ask your partner to imagine that she/he is home alone with three young children. One of the children injures himself and needs emergency medical treatment. Ask your partner who they would phone and why.

6. Ask your partner to describe what she/he does to reduce stress and support herself/himself (examples: take a walk, read a book, eat a hot fudge sundae, call a friend).

7. Ask your partner who she/he thinks of first when she/he hears the phrase support system or support network.

8. Ask your partner if she/he feels they have always had a support when they need it.

Discussion Guide
for
Developing Support Systems & Getting Acquainted

The introductory activity "sets the stage" for the rest of the workshop. The following activities should be embedded in this component. These activities can be done in small groups and in large group sharing.

1. **Needs for Support**
   Generate a list of areas in which people need personal support by asking participants to reflect on their interview questions. Use a blackboard and chalk or magic marker and paper. At the end of the discussion, distribute needs list. Participants may want to take notes in regard to any new or different areas that the group comes up with that may not be included on the printed list.

2. **Sources of Support**
   Generate a list of potential sources of support by asking the participants to share some information from their interview questions. Again, use a blackboard and chalk to record. Distribute the Sources of Support list so the participants may add or take notes.

3. **Support to Ourselves**
   Generate a list of the ways in which participants support themselves to reduce stress. Follow the above procedures.

In all three of the above, remember to find a way to include every suggestion offered by the participants. Assume that the participants already know what kinds of personal support they need in their lives and know where they might turn to get it. They may have never thought about it in a systematic way and probably never sat down and listed these items. Again, stress that changing situations make one's need for support fluctuate.

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AREAS IN WHICH PEOPLE NEED PERSONAL SUPPORT

MORAL SUPPORT
- someone to listen to dilemmas and concerns
- someone to be there--just to be there--when you are worried, waiting, sad, or mad
- someone who you can reflect your feelings and emotions to

INFORMATION

COUNSELING (INFORMAL AND FORMAL)
- someone to help you sort out your feelings
- someone to help you figure out where to turn next
- someone to help you sort out the process of decision making

ENCOURAGEMENT (CHEERLEADING)
- someone to tell you that you have done a great job
- someone to keep you motivated
- someone to pep you up and lift your spirits

RESPITE/CHILD CARE
- someone to take care of all the children in your home for various periods of time (short to extended)
- somewhere to take your children to be cared for

PRACTICAL HELP
- running errands
- taking you places, e.g. car repair, haircut, doctor's office
- grocery shopping
- raking leaves, washing dishes, making beds, washing clothes, taking out the garbage (This list could be endless)
- carpools--or picking up or taking your child places
- etc., etc., etc.

Sources of Support

Spouse

Immediate Family

Extended Family

Friends

Work Associates

Spouse's work associates

Church, synagogue, mosque, temple

Neighbors

Clubs, social service

Volunteer organizations

Special interest groups

Recreations, sports, leisure activities

Self

Educational facilities

Support groups

Networking organizations

HANDOUT #4

Ways To Support Self

(This, too, can be a limitless list;)
(Work on your own personal list.)

Take a walk
Read a book
Listen to music
Call a friend
Read a poem
Write a poem
Go for a run
Swim a mile
Beat the rugs
Garden
Build a snowman
Play golf
Bake cookies
Stand on your head
Take a hot bath
Work in woodshop
Go bowling
Have a cup of tea
Eat a hot fudge sundae
Go to an aerobics class
Jump rope
Smell a flower
Sing a song
See a movie
Climb a tree
Take five deep breaths
Polish fingernails
Get a haircut
Go shopping
Ride a bike
Knit/crosstitch/sew
Paint
Throw a pot
Play basketball/tennis
Write a letter
Kiss a frog

ACTIVITY: REMEMBER WHEN? A RECALL ACTIVITY

40 Minutes

Goal:

To become aware of barriers to getting support that is needed

Materials You Will Need:

- Recall Activity Script (Debbie's story)
- Barriers to Seeking & Getting Support (handout #5)
- Larger paper and markers (for listing)
- Paper and pencils for each participant

Procedures:

1. Introduce recall activity by recollecting aloud time that you needed support but did not get it. You can use the "Debbie" script or use one from your own experience. The "Debbie" script is provided so you, as leaders, can choose to use it or provide information from your own experience.

2. Distribute paper and pencils to each participant. Tell them that for the next ten minutes they are to jot down their recollections of a time they needed support and what happened. Try to keep the room quiet so that people can concentrate. Allow people to work wherever they feel most comfortable.

3. Reconvene group and begin discussion.

4. Using the "Debbie" or your own script, ask participants to help you figure out what went wrong. Note ideas generated by group on chalkboard or larger paper.

5. As discussion continues ask participants if they are willing to share examples from their own recollection sheets.

6. Distribute Barriers to Seeking and Getting Support (handout #5). Give participants a few minutes to look it over. These are some feelings or experiences people might encounter. Then review their ideas about what went wrong with the Debbie (or your) script and identify the barrier. Ask them to think about their support needs. What barriers can they identify?

7. Take a five minute break.

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DEBBIE'S STORY

Recall Activity Script

A young woman I know recently had a weekend visit from her in-laws. Debbie, her husband, and their two young children had just moved here from another city. She had been very busy moving, unpacking, finding a pre-school for her four-year-old, and obtaining services for her 18-month-old child who has Down Syndrome. Needless to say, she hadn't much time to meet new people or to establish herself in the community. She was eagerly looking forward to this visit from her in-laws. They had always gotten along well. She told me that her in-laws were bright, sensitive people, pleasant to be around, fun to be with.

When I saw her several days after the visit, she was a basket case both emotionally and physically drained. "Well, how did it go?", I asked her semi-brightly. "Oh, it was a disaster, just a disaster," she sighed. I encouraged her to tell me about it.

She and her husband had been looking forward to this visit. They had hoped to get a chance to go out together alone, while John's parents were there. Unfortunately, Ike and Louise never offered to watch the children. Instead, they expected to be entertained themselves. They wanted to be shown the sights of Toledo--as if Debbie and John had had a chance to see any themselves.

Not only that, but John's parents also insisted that everyone go out to dinner one night as their treat. So, they packed the kids in the wagon and listened to Courtney whine and Brian scream. "Some treat!", Debbie said. "Do you know what it is like to go anywhere with a four-year-old and an 18-month-old?" She went on, "Their attitude about Brian was so, well, either blase or downright negative and contradictory." They kept telling us not to worry so much, not to be so overprotective. They told us that Brian is fine, that he will outgrow his behavior. At the same time, however, they were so impatient with Brian and Courtney. It seemed like they want John and I to shape these kids up, make them behave and be orderly and quiet. I felt like I had to handle everything. You know," Debbie went on, "Ike and Louise never really offered to help with anything. Oh, they rinsed out their own coffee cups, made the bed, and left the bathroom fairly tidy, but they never offered to throw in a bag of laundry, run the vacuum, or bottle the baby. Ike never offered to help put up the shelves or fix the grill. I don't know. I know those things are my responsibility. I know that John's parents have raised their kids, fixed their house, had their own responsibilities, but it would have been nice to have a little help. They acted like they were on vacation. I felt like I had to entertain them. It sure wasn't what I had expected. I felt relieved when they left."

Try to recall a recent time when you felt the need for support. Be as specific in your recollection as possible. Where were you? Exactly what kind of support did you want? Who did you want support from? What happened? What did you do? What did the person/people you wanted support from do?

BARRIERS TO SEEKING AND GETTING SUPPORT

ISOLATION the feeling that:

I am alone and "I" am the only one that has felt like this.
No one else has ever experienced what I am experiencing.
There isn't anyone to help me.
My problems are different from those of others.
You are weak if you ask for help.

DENIAL OF DISABILITY the feeling that:

My child will outgrow this.
Why should I go to that support group - he's O.K.
Others think that he will outgrow it - maybe there's been a mistake.

EXTREME SENSE OF RESPONSIBILITY the feeling that:

This is my responsibility. I am an adult, I should be able to handle it.
I don't want to force my responsibilities on other people.
I don't want to burden others. My child/family situation is a burden that others shouldn't have to deal with.
No one else can do it but me.

BELIEF THAT OTHERS DON'T WANT TO HELP

Others don't want to hear about my problems. They have enough of their own.
Others don't really want to know or they would ask me more.
Others don't want to be bothered. They don't really care.
I don't want to infringe on other people's lives.
Others get too upset when they hear about my problems. They can't deal with my problems
Others don't know enough to help, so I don't trust them.

NEED TO BE A "PERFECT" PARENT

I wanted these kids. I should adore and take care of them.
I should be able to cope with my own children. I should be able to handle anything and everything.
My children need me. No one else is as good at dealing with them. No one can love or protect them the way that I can.

LACK OF ENERGY OR STRENGTH TO SEEK HELP

It's too complicated to find and use a support system. It's easier to just do everything myself.
I'm too tired to bother. I'll just let it go.
It takes so much energy to explain my situation to others.

UNSURE WHERE TO LOOK OR WHO TO BELIEVE

I don't have the faintest idea who could help me with this. I don't know where to turn.
Everyone tells me something different. I don't know which support is right.

LACK OF INFORMATION

I don't even know what questions to ask.
How do I begin to build my knowledge.
Who can help - is this part of my child's development?

LACK OF SELF-ESTEEM

I asked for support and was rejected - I won't chance that again.
I'm overwhelmed. My emotions are different and changeable.
I don't feel good about myself.

FEAR OF REJECTION OR REFUSAL

Even if I get my courage up, they'll just say "no". I don't want to be hurt when they refuse.
I don't want to be "put to the test". I don't want to subject my friends and family to "that kind" of scrutiny.
I don't want to find out who doesn't really support me.
If I ask it may terminate our friendship.

UNREALISTIC EXPECTATIONS (PROBABLY THE SINGLE BIGGEST OBSTACLE IN GETTING SUPPORT)

I expect others to "see" my need and to offer support. I think that others will "know" when I need assistance.
I expect others to have some kind of "radar" that picks up my signals. I think I'm sending loud and clear signals.
I expect others to be "mind readers". I expect them to not only offer their help but automatically know how to help me best.
Isn't what I need glaringly self evident?
I expect to get help and support without asking for it. (Note: The most difficult part of using the support network we have is ASKING! Most of us have a hard time expressing needs and wants clearly and specifically. We expect others feel lost. They may want to offer support but fear offending our pride or independence. Others may have no idea how to approach us or what to do to help us.)

RESENTMENT

Why do I have to "do it all"...learn about my child, advocate for my child, keep records, schedule and assume responsibility for asking for help and putting others at ease.

It is unfair that I have the responsibility to seek support, to explain, and to feel different.

I don't want the responsibility for making a supporter comfortable.

WANT PERFECTION FROM THOSE WHO SUPPORT US

It's easier to do it myself. Then I won't be disappointed if people don't do exactly what I want.

Others don't understand what I really need so I usually do it for myself.

LACK OF ACKNOWLEDGMENT

I don't know how to recognize people who provide support. I feel embarrassed.

I don't want to embarrass my supporters or make them feel uncomfortable.

They already know how much they contribute to my life and how much I appreciate it. There is no need to get sloppy about it.

Acknowledgment is something more than just thanking someone who supports you. Acknowledgment is a public statement, an announcement, naming people who support you in your life and telling how that support contributes to the value and meaning of your life and telling how that support contributes to the value and meaning of the people for who they are intended, it is certainly possible to acknowledge this support even if they are not present.

ACTIVITY: ASKING FOR SUPPORT

30 Minutes

Goal:

To develop strategies for asking for support

Materials You Will Need:

- o Recall Activity Script (Karen's story)
- o Barriers to Seeking & Getting Support (handout #5)
- o Paper and pencils for each participant

Procedures:

1. Now that the group has gone through the Barriers to Seeking & Getting Support (handout #5), ask them to take a look at Debbie and her in-laws again. Discuss what obstacles prevented the getting and receiving of support between Debbie and her in-laws?

2. Ask for three volunteers to play the part of Debbie and her in-laws (or whatever parts you have if you created a different script). Ask the volunteers to practice stating needs and wants clearly and ask for support. Allow 3-5 minutes to role play the scene. Ask for comments and suggestions from the group. Be sure to point out the good things the volunteers did. Note: This role playing activity can be changed to a group discussion activity if desired.

3. Next, ask if anyone is willing to play his/her own recall activity. If no one is willing ask if anyone would like to have their recall role played by another member of the group. If there is still no response, use the "Karen" script. Allow 3-5 minutes for the role play (or group discussion).

4. After completing the role play, ask for comments, discussion and suggestions from the group. Be sure to highlight the good things the role participants did.

5. Move to Wrap Up and closing activities.

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"KAREN'S" SCRIPT

Karen is the mother of a three and a half year old deaf daughter and a one year old hearing son. Karen rarely takes the children with her when she needs to shop or "run an errand".

Several weeks ago Karen's neighbor, Joyce, invited the children to play with her own four and six year olds in the backyard. Karen declined, not wanting to burden her neighbor with her two little ones. Besides Karen was very concerned that little Suzie would behave aggressively with Joyce's children.

Karen has watched Joyce's children for brief periods while Joyce ran errands. Joyce has extended an "open invitation" to Karen to return the favor. She mentioned more than once that if Karen needed to go to a store or just wanted to get out for a few minutes, to feel free to leave the children. She assured Karen that they would be fine. Karen feels that Joyce has never considered the implications of Suzie's deafness. For instance, if Suzie escaped from Joyce's backyard she could end up in a dangerous situation.

Today is one of those days when there seems to be too much to do. Karen absolutely has to run some errands for her husband's business. Some friends are coming to dinner; she must stop at a store. Still she is reluctant to ask Joyce to watch the children even though she knows that the tasks would be much easier without two young children along.

Karen sees Joyce in her backyard right now. Role play the conversation between Joyce and Karen.

WRAP UP **10 Minutes**

Goal:

To summarize the major points from the presentation focusing on understanding formal and informal support networks and understanding barriers to obtaining support; to provide participants an opportunity for comments and questions

Points to Emphasize

- **The kinds of support people seek depend on their needs at the time.**
- **Support systems change as our needs change.**
- **There are systems of formal support organizations.**
- **People identify their own informal support network. People may know who they would turn to for support.**
- **There are many barriers that can prevent people from seeking and obtaining support.**
- **It is crucial to ASK for the support we need. No one is a mind reader.**
- **It is important to acknowledge the people who support us in our lives.**

Resource Packets: Be sure to remind participants to take list of support organizations.

Closing Remarks: You may choose to close with the **Making Acknowledgments** activity.

WRAP UP SUMMARY

- THE KINDS OF SUPPORT PEOPLE SEEK DEPEND ON THEIR NEEDS AT THE TIME.
- SUPPORT SYSTEMS CHANGE AS OUR NEEDS CHANGE.
- THERE IS AN EXTENSIVE SYSTEM OF FORMAL SUPPORT ORGANIZATIONS.
- PEOPLE IDENTIFY THEIR OWN INFORMAL SUPPORT NETWORK. PEOPLE MAY KNOW WHO THEY WOULD TURN TO FOR SUPPORT.
- THERE ARE MANY BARRIERS THAT CAN PREVENT PEOPLE FROM SEEKING AND OBTAINING SUPPORT.
- IT IS CRUCIAL TO **ASK** FOR THE SUPPORT WE NEED. NO ONE IS A MIND READER.
- IT IS IMPORTANT TO ACKNOWLEDGE THE PEOPLE WHO SUPPORT US IN OUR LIVES.

MAKING ACKNOWLEDGEMENTS
(Closing Activity)

An Acknowledgment is letting those who support you know how valuable that support has been in your life. It is a public statement, an announcement, of their contribution. Acknowledgments are simple, direct, short statements.

Explain that you would like to close the workshop by having everyone in the room make an Acknowledgment of a person and/or persons in their life who contribute by offering support.

Let the group know that you will not be calling on individuals. It will not be necessary to move around the circle. Rather, you will use the "who's next?" approach. Acknowledgments are simple and direct, but also highly personal.

Begin the process by standing, making your own personal Acknowledgment, then sitting. Whoever feels ready to be next will stand, make their Acknowledgment, then sit and wait for the next person. Continue until everyone has completed the activity.

Close by acknowledging the group and thanking them for their participation.

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Family Ties
A Workshop Series for Parents of Young Children

ACCESSING COMMUNITY SERVICES
Module H

LEADER'S MANUAL

TRANSPORTATION
TAXI

RECREATION

Access to Support Systems

AGENDA

ACCESSING COMMUNITY SERVICES
Module H

INTRODUCTION AND "LET'S TAKE A TRIP"	15 Minutes
UNDERSTANDING A COMMUNITY'S EARLY INTERVENTION SYSTEM	30 Minutes
DEFINING NEEDS	30 Minutes
COMMUNICATING WITH AGENCIES AND PROGRAMS - "Turning Dead Ends into Live Ends" - The "Phone" - Intake Information	30 Minutes
WRAP UP	10 Minutes

ACCESSING COMMUNITY SERVICES
Module H

Purpose of this Module:

To provide parents with information about the variety of community services and how to access them.

Background Information:
We all have need to access information and services for a variety of reasons from time to time. Most of us have experienced the frustration that comes when there seem to be barriers in finding the information we need or service we want. For example, trying to break the "category code" in the yellow pages of a phone book can be difficult at times.

For parents who have children with special needs, trying to find a program or service for their child or family can be traumatic. Many parents recite trails endured in the process of getting information. One parent likened her efforts to find a child care center for her visually impaired three year old by having to go through a bureaucratic maze of self-serving agencies. She indicated that only by sheer luck and through a lot of persistence on her part was she finally able to get some assistance.

It is easy to be "put off" by the responses to inquiries for service. Many parents feel they are at a "dead end" when told they do not qualify for some program or that the agency does not provide the service they are seeking. One can understand why parents complain or vent their anger at the next service provider they contact.

One of the features of the federal early intervention law, P.L. 99-457, centers on the need parents have to find and access services and programs for their children. The law requires states to develop a centralized system for maintaining information about early intervention services and programs. Most states and communities are working on the mechanics of putting together such a system. However, getting information the parent wants even with a central registry of services and programs may still be a problem. Linking the right kind of information to need is dependent on how well the need is articulated.

In addition to establishing a central registry for information, the law specifies that families of very young children with special needs be provided with a "service coordinator" (case manager) to assist them in getting to the right services. At this time, how and by whom this requirement of the law will be met is unclear. However, the law does emphasize an important point; many persons have difficulties in finding and accessing needed community services.

Community services can be categorized into three basic components. These include:

- **Child Find:** programs that identify children with special needs or provide diagnostic and assessment services;
- **Direct Service Providers:** those programs that provide education, medical treatment, counseling or therapy; and
- **Enabling Support:** agencies, organizations, or programs that provide things such as financial or transportation assistance, social and/or emotional support, or service coordination (case management).

The focus of this module is to provide parents with an understanding of three basic categories of early intervention services and programs and identify which of these may be needed by their child and family. Finding a service is like looking at a road map, you first must know the direction you want to go before you can make plans for the trip.

Module Overview

Module activities are designed to introduce participants to an idea or concept in a way that will help them relate these understandings to their own children and situations. It is important that you know the intended purpose for each activity. The activities in this module include:

Introductory Activity
"Let's Take A Trip" followed by Group Discussion — **15 Minutes**
- an "ice breaker"
- an introduction to the importance of being able to communicate your needs as a first step in finding services

Understanding a Community Early Intervention Service System — **30 Minutes**
- How Do I Know What's Out There? A Sorting Activity and A Job Description for a Service Coordinator

Defining Needs — **30 Minutes**
- Finding Your Way through the Maze of Community Services: Steps to Service Developing a Shopping List for Services

Communicating with Agencies and Programs — **30 Minutes**
- "Turning Dead Ends into Live Ends"
- Telephone Script
- Agency Client Intake Information

Wrap Up — **10 Minutes**
- questions and feedback time for participants
- time for closing remarks by leader

Room Set Up
- registration table with two chairs, name tags and marker
- pencils for each participant
- chairs arranged in a circle
- overhead projector, screen, transparencies & marker or chalkboard and chalk

Introductory Script:

You may choose to use this script to get started in your workshop. However, it may be more appropriate to embed background information in this introduction using your own style. Before launching into the introduction it is important to introduce yourself first.

> **Grabber:** "Have any of you ever experienced the frustration that comes when you need some information, a service or product and you can't seem to find out where you can get it? For instance, you may want to know whether your insurance policy will cover a certain dental procedure you are considering. You've read the written policy but the exceptions, schedules and terms are confusing. Your dentist suggests just going ahead with the treatment and then submitting the bill. However, you aren't comfortable with this idea so you call the insurance company...and, instant frustration! You've talked to a half dozen people, been put on hold, and have waited for "call backs", but you still don't have the information you need. Unfortunately, this scenario is all too common. I'm sure that many of you could tell your own story about not being able to get information you need. There seems to be some kind of Murphy's Law in effect here. The larger the organization and the more services offered, the more difficult it is to find the specific service or information needed."
>
> **Theme:** "In most communities there are a variety of services and programs for families and young children. A quick look through the Yellow Pages of your phone book will give you listings for physicians, schools, child care centers, psychologists and many other people or programs you can call. The problem for most of us, is that we are looking for something more specific or we want to know that the person or service we call is the right one for our child and/or family. Yellow pages do not discriminate between the best and worst of these services. They are a form of advertising.
>
> One of the best ways to begin to find answers to program and service questions centering on "where do you look?", "whom do you ask?", and "how do you know if it is the right program or service?" is to understand what makes up a community early intervention system. This kind of information can make it easier for you to get the answers you need and, more important, access the best of service for your child and family."

Bridge: "The focus of this workshop will be to help you sort community programs and services into three categories and then identify the category that best fits your information or service need. We will also try out some communication strategies that may work for you when talking to agency people and service providers. Let's begin by communicating with each other and introduce ourselves."

ACTIVITY: INTRODUCTORY ACTIVITY

25 Minutes

Goal:

To get to know each other and to introduce the importance of being able to communicate your needs

Materials You Will Need:

- paper and pencils for each participant
- overhead or chalkboard
- Imaginary Adventure Needs (transparency #1)

Procedures:

1. Introduce self and topic using module introductory information.

2. Tell participants to join you on an imaginary adventure to a foreign land. They are about to land in a country few people have an opportunity to visit. Unfortunately, the plane is very late and the airport is almost deserted when they arrive. Ask participants what they think their needs might be upon arrival. (food, restroom, cab, luggage, hotel, telephone, directions, etc.) List these needs on a column on the chalkboard or on the overhead using Transparency #1. Note: The leader may decide to be more specific and pre-determine which country. Also, the leader might suggest a more common adventure such as switching grocery stores.

3. Then tell participants that everything is written in a foreign language that they cannot understand. Ask them to think about how they might go about getting their needs met. They may want to jot their ideas down on paper.

4. Introduce self first; with your own idea as to basic need and how you might try to get it met. (For me, I would like to get to a hotel and would try to find a cab. I might try a kind of sign language) You might expect responses such as (look for international signs, try to find someone who could interpret, draw a picture, give up and wait until someone found me, etc.)

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5. After a minute or two, ask participants to introduce themselves, giving others in the group a little information about themselves and their family. In addition to these basic introductions, ask participants to tell others what their need might be after the long flight to this foreign land and how they might go about getting that particular need met. If anyone's mind has gone blank, it's O.K. just have them introduce self.

6. After all introductions have been made, tell participants that in some ways accessing community services is like being in a foreign land. If travelers, YOU, don't know the language, politics or geography, it can be terribly frustrating trying to get information. Our first task, then, will be on understanding what makes up a community service system. Then we will explore our needs to decide which part of the system we need to access. Finally, we will look at strategies which might help us in linking with service providers.

7. Allow participants time to vent frustrations concerning working with other agencies.

IMAGINARY ADVENTURE NEEDS

ACTIVITY: UNDERSTANDING THE EARLY INTERVENTION SYSTEM

30 Minutes

Goal:

To become aware of the three basic categories of community service system; to understand the role of service coordinator

Materials You Will Need:

- Overhead and transparencies with overhead marker
- Community Early Intervention Services (transparency #2)
- Alphabet Soup Programs...Part I (transparency #3)
- Service Coordinator Job Description (transparency #4)
- Alphabet Soup Programs...Part II (handout #1)
- Services Coordinator Job Description Form (handout #2)
- Paper and pencils

Procedures:

1. Introduce three basic community service components using transparency #2. Use Leader Guide for directions.

2. Ask participants to suggest the kinds of programs, services, or supports that could be included in each column. You may want to use the "activity initiator" suggested in the Leader Guide to get the group started. There are no really wrong answers. For instance, if participants suggest that a child care should be in the program category, put it there. You could ask if anyone views child care as an enabler as well...to enable parent to work or to provide respite.

3. When participants have exhausted ideas. Ask them if they know where and by whom these services are provided. Allow a few minutes for discussion.

4. Next, ask if anyone had difficulty in finding and linking with a service. Allow a few minutes for discussion. Then ask for their perceptions as to barriers or problems with finding services. Write these on overhead or chalkboard. Ask if they've ever been puzzled by all the alphabet labels of programs. Use transparency #3. This is

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intended as an optional fun activity...just try to keep their interest; it should take only a minute or two. Distribute Alphabet Soup Part II (handout #1) and ask them to match. Ask if anyone can think of other alphabet soup programs designed to confuse those who must use them. Note: The leader may choose to include another Alphabet Soup containing all local listings. The local emphasis is very important to this module, therefore, more time may be needed for the learning activities.

5. Note that many people have indicated a need for someone to help them find the right service or program. A new law to go in effect in 1991-1992 tries to answer this concern with a requirement to provide families with very young special needs children with a service coordinator. Not many states or programs have figured out how this would work (see Discussion Guide). If parents could write a job description for a service coordinator, what would be included? Distribute service coordinator job description; ask groups to think about what should be included on such a job description, use transparency #4.

DISCUSSION GUIDE FOR
FOR
THREE BASIC COMMUNITY SERVICES

Basic Information

It is important that participants understand three categories that make up community early intervention systems. Knowing which service type is needed is the first step in getting to the right service.

Few agencies provide all of these components. However, there is an interrelationship between categories. For example, many **direct service providers** require assessment information but are not involved in this kind of **child find** activity. Conversely, there are diagnostic clinics that "prescribe" programs and services they do not provide. Another case in point involves an inability to access programs because of lack of **enabling support**, such as the means to transport to or pay for a service.

Because early intervention service categories are so interrelated, and the needs of young children with special needs so diverse, drafters of P.L. 99-457 recognized the importance of service coordination and designation of a service coordinator (case manager) for families. The intent of the law is to reduce duplication of services and facilitate use of services from a variety of agencies for any given child and family. It is important that participants understand this part of the law even though the mechanics of how this service coordination is to be managed is not clear at present.

Parents who provided input to P.L 99-457 expressed a concern that the service coordination aspect of the law **support** rather than **impose** itself on the family. One writer suggested that the service coordinator be thought of like a travel agent. Parents in need of direction, support, and assistance could expect these things from an informed service coordinator (travel agent). However, it is the **parent** who is in charge of the "trip" and works with the service coordinator to find the best way to get where they want to go. To be successful, parents must know what they are looking for and be able to articulate their needs. Understanding the "system" is the first step toward that end.

More Information

1. **Introduce the three community service system categories** using the Community Early Intervention Services (transparency #2). As an "activity initiator" ask participants to think of one service they needed for their child or family in the past month. If you are met by that "awful quiet", ask if anyone had an

occasion to visit a doctor for any reason in the recent past. Then write "medical treatment" under Direct Services column and continue.

2. Thinking about who provides the kinds of services in each category and where they might be located is important and will be discussed later during the "shopping list" activity. Spend only a minute or two in this discussion. Let participants know that they will look at this in greater detail later on in the workshop.

3. **Barriers Discussion:** Look for responses related to a lack of information or feelings of frustration such as not getting a "straight" answer or getting the run around. Note that a focus of this workshop will be to learn how to ask questions and provide professionals with clear information, so that the chances of getting better answers are improved. Note: the Alphabet Soup transparency is just for fun. It's use is optional.

4. **Service Coordinator:** Many parents are nervous about this requirement of the law. The idea for this activity is to encourage participants to think of ways in which service coordination might help. Note that there is no prohibition in the federal law which would preclude a parent from being their own child's service coordinator. Emphasize that when this happens it should be considered a major plus for the family and community.

As the workshop continues the participants may think of situations where service coordination might be helpful. Since nothing is specified right now as to what a service coordinator's role and responsibilities are to be, there seems to be a need for a job description. P.L. 99-457 puts parents in the "driver's seat". Service coordination must work for them. Introduce the Job Description transparency and distribute handouts. Ask them to look it over and during the course of the workshop write a service coordinator's job description. Back to this activity later...

TRANSPARENCY #2

COMMUNITY EARLY INTERVENTION SERVICES

CHILD FIND	DIRECT SERVICE	SUPPORT
PROGRAMS THAT:	PROGRAMS THAT:	PROGRAMS THAT:
SCREEN, DIAGNOSE, ASSESS EVALUATE	EDUCATE, TREAT, COUNSEL	PROVIDE ASSISTANC

ALPHABET SOUP PROGRAMS

HAVE YOU HEARD OF THESE PROGRAMS?
WHO ARE THEY FOR AND WHAT DO THEY DO?

SSI

HHS

YWCA

SERRC

WIC

FSA

BVR

CAC

MR/DD

ARC

CSB

HEALTHCHEK

BSVI

CMH

ADC

RSC

HANDOUT #1

ALPHABET SOUP PROGRAMS...PART II

Directions: Match the letters with the agency or program

---

1. WIC
2. HEALTHCHECK
3. SSI
4. CMH
5. HHS
6. CSB
7. MRDD
8. ADC
9. YWCA
10. BVR
11. SERRC
12. ARC
13. CAC
14. RSC
15. BSVI
16. FSA

A. MENTAL RETARDATION & DEVELOPMENTAL DISABILITIES
B. AID TO FAMILIES WITH DEPENDENT CHILDREN
C. BUREAU FOR SERVICES FOR THE VISUALLY IMPAIRED
D. WOMEN, INFANTS & CHILDREN
E. YOUNG WOMEN'S CHRISTIAN ASSOCIATION
F. BUREAU VOCATIONAL REHABILITATION
G. COMMUNITY ACTION COMMITTEE (HEADSTART)
H. SUPPLEMENTAL SECURITY INCOME
I. COMMUNITY MENTAL HEALTH
J. EARLY PERIODIC SCREENING, DIAGNOSIS AND TREATMENT
K. FAMILY SERVICE ASSOCIATION
L. ASSOCIATION FOR RETARDED CITIZENS
M. REHABILITATION SERVICES COMMISSION
N. SPECIAL EDUCATION REGIONAL RESOURCE CENTER
O. CHILDREN'S SERVICES BOARD
P. HEALTH AND HUMAN SERVICES

Can you think of other alphabet soup programs?

Position Open 1991

EARLY INTERVENTION PROGRAM SERVICE COORDINATOR

Overall responsibility for supporting and assisting families with infants and toddlers who have special needs. The requirement for this service is specified in Title I of P.L. 99-457.

Tasks Assigned:

Qualifications:

Reports to:

POSITION OPEN 1991

EARLY INTERVENTION PROGRAM
SERVICE COORDINATOR

OVERALL RESPONSIBILITY FOR SUPPORTING AND ASSISTING FAMILIES WITH INFANTS AND TODDLERS WHO HAVE SPECIAL NEEDS. THE REQUIREMENT FOR THIS SERVICE IS SPECIFIED IN TITLE I OF P.L. 99-457.

TASKS ASSIGNED:

QUALIFICATIONS:

REPORTS TO:

ACTIVITY: DEFINING NEEDS

30 Minutes

Goal:

To recognize the categories of services and the initial steps in accessing resources; to encourage the "plan ahead" strategy

Material You Will Need:

- Overhead and overhead markers
- Accessing the System (transparency #5A, 5B, 5C)
- Shopping List (transparency #6)
- Assessing the System (handout #3)
- Case Study: Jenny and her family
- Paper and pencils

Procedures:

1. Review basic service components using Accessing the System (transparen. #5). Discuss Step 1. Distribute matching handouts.

2. Discuss steps 2 and 3. Use Discussion Guide information. Emphasize that knowing what is wanted is a prerequisite for beginning to look for services.

3. Introduce the idea of "shopping" for community resources by making a "shopping list". Begin by deciding what community service is needed. This provides some direction...as in every day shopping trips. One does not go to a furniture store for groceries. Show Shopping List (transparency #6).

4. Read the story of Jenny and her family or have copies for participants. Ask participants to determine which community service components should be considered. Use questions from Step 2 from handout. Write these on top of Shopping List (transparency #6). (See Discussion Guide for Case Study)

5. Next make up shopping list. Use questions from Step 3 from handout. If participants did not include service coordination on the shopping list, ask if they feel this might be a need and, if so what would this person be expected to do...list service coordinator under support with tasks specified. Note: It would be helpful if the leader could provide local resource directories for all participants.

6. The next step is to ask participants to suggest the "stores" (agencies or programs) where these services might be found. Note their suggestions on the list.

7. Time for a 5 minute break; but before breaking tell them that the last part of the workshop will focus on communicating with service providers.

HANDOUT #3

ACCESSING A COMMUNITY EARLY INTERVENTION SYSTEM

Step One: Understand the System

- There are three basic parts in the early intervention system. These are:

Identification:	providers of screening, diagnostic examinations and other assessments
Program/Service:	providers of specific programs for a variety of populations
Helpers/Providers: (enabling)	providers of financial, social, emotional, medical, educational or other support

Step Two: Decide Which Part of the System You Need

- Ask yourself these questions:

  Would I like more information about my child or family situation?

  Is there a need for a program or service that I think may be right for my child or family?

  Do I need financial support, contact with other parents, transportation, or more information about programs and services?

Step Three: Define Your Need

- Ask yourself these questions:

  What are my concerns in regards to my child?

  Why do I want assessment information about my child?

  What would I like the program/service to provide? What things might be an obstacle to using the program (time, transportation)?

  What kinds of support do I or does my family need in order to make the service or program work for us?

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ACCESSING A COMMUNITY EARLY INTERVENTION SYSTEM

STEP ONE: UNDERSTAND THE SYSTEM

- THERE ARE THREE BASIC PARTS IN THE EARLY INTERVENTION SYSTEM. THESE ARE:

IDENTIFICATION:	PROVIDERS OF SCREENING, DIAGNOSTIC EXAMINATIONS AND OTHER ASSESSMENTS
PROGRAM/SERVICE:	PROVIDERS OF SPECIFIC PROGRAMS FOR A VARIETY OF POPULATIONS
HELPERS/PROVIDERS: (ENABLING)	PROVIDERS OF FINANCIAL, SOCIAL, EMOTIONAL, MEDICAL, EDUCATIONAL OR OTHER SUPPORT

ACCESSING A COMMUNITY EARLY INTERVENTION SYSTEM

STEP TWO: DECIDE WHICH PART OF THE SYSTEM YOU NEED

- ASK YOURSELF THESE QUESTIONS:

WOULD I LIKE MORE INFORMATON ABOUT MY CHILD OR FAMILY SITUATION?

IS THERE A NEED FOR A PROGRAM OR SERVICE THAT I THINK MAY BE RIGHT FOR MY CHILD OR FAMILY?

DO I NEED FINANCIAL SUPPORT, CONTACT WITH OTHER PARENTS, TRANSPORTATION, OR MORE INFORMATON ABOUT PROGRAMS AND SERVICES

ACCESSING A COMMUNITY EARLY INTERVENTION SYSTEM

STEP THREE: DEFINE YOUR NEED

- ASK YOURSELF THESE QUESTIONS:

WHAT ARE MY CONCERNS IN REGARDS TO MY CHILD?

WHY DO I WANT ASSESSMENT INFORMATION ABOUT MY CHILD?

WHAT WOULD I LIKE THE PROGRAM/SERVICE TO PROVIDE? WHAT THINGS MIGHT BE AN OBSTACLE TO USING THE PROGRAM (TIME, TRANSPORTATION)?

WHAT KINDS OF SUPPORT DO I OR DOES MY FAMILY NEED IN ORDER TO MAKE THE SERVICE OR PROGRAM WORK FOR US?

CASE STUDY

Directions to the Leader: This case study is to be used with the shopping list activity. You may read the story to your participants or have copies prepared for distribution to them.

Jenny and her Family: a case in point

Jim and Debbie Newman recently moved to Toledo from a small town in upstate New York. The Newman's are a young couple. Jim worked as a laborer for a lumber company and Debbie worked part time as a clerk in a grocery store in New York. When Jim's company closed he was unable to find work. A school buddy urged them to "come west" to Toledo. He told the Newman's there were lots of job opportunities in Toledo.

The Newman's have two children. Jenny is three and Eric is two. Jenny has been difficult ever since her birth. She was a fussy baby and had many "feeding" difficulties. At three she is not yet toilet trained and uses no words. She has frequent tantrums. Jenny is very active. She climbs, runs and "gets into everything". Jenny rarely sleeps through the night and hasn't taken afternoon naps for more than a year. Eric is very different. Though he is 11 months younger than his sister, he is bigger. He is beginning to use words and shows some interest in toilet training. He tends to be a "laid back" kind of child. Jenny's interaction with Eric is physical. She grabs toys he is playing with, hits, bites and pushes. Eric's usually "retreats". Recently his strategy is to quickly move away when he sees Jenny coming.

Jim is having difficulty finding a good paying job in Toledo. The Newman's lived with Jim's friend when they first moved to Toledo; then found "an apartment deal." Currently Jim is working two jobs; as a night security guard and day custodial worker.

Debbie found a part time job as a clerk at a discount store. She also found a neighbor to babysit with Eric and Jenny. However, after two weeks the neighbor "quit" because Jenny was impossible to manage. Debbie tried other child care arrangements but they were short lived as well because of Jenny's behavior. Both Jim and Debbie recognize that Jenny has a problem. They would like to have it solved as soon as possible. Where do they start?

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JENNY

Jenny and her Family: a case in point

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DISCUSSION Guide for Case Study

COMMUNITY RESOURCES EARLY INTERVENTION SERVICES

Shopping List

Leader Information: It is important to have participants prioritize before beginning this activity. A good start is always support and then identification. Identification can include family needs as well as those for the child. Listed below are some suggestions which the group may generate. It is hoped that many more ideas will be suggested.

What? Type Needed	**Why?** Reason for Need	**Where?** Agency Resources
Medical	Past and Present History	Clinics
Hearing	Not Yet Talking	Hearing & Speech Center
Behavioral	Management	Mental Health
Developmental	Overall Need for Services	Public Schools
Family	Eligibility for Services	Human Services

Note: **Is service coordination a need? Why is service coordination a need? What activities should be included in service coordination?**

TRANSPARENCY #6

COMMUNITY RESOURCES EARLY INTERVENTION SERVICES

SHOPPING LIST

CHECK BASIC NEED: ☐ CHILD FIND/ASSESSMENT ☐ DIRECT SERVICE ☐ SUPPORT

NOTE: IF MORE THAN ONE NEED, PRIORITIZE

WHAT?	WHY?	WHERE?
TYPE NEEDED	REASON FOR NEED	AGENCY RESOURCE LIST ALL POSSIBLE OPTIONS

ACTIVITY: COMMUNICATING WITH AGENCIES AND PROGRAMS

30 Minutes

Goal:

To discuss and recognize communication strategies when talking to various agencies

Materials You Will Need:

- Overhead with overhead markers
- Shopping List (transparency #6)
- Dead Ends (handout #4); Telephone Script (handout #5)
- Paper, pencils, telephone book

Procedures:

1. Review the Shopping List (transparency #6) and Discussion Guide for Jenny. Ask participants to think of specific agencies or programs the Newman's might call. List the programs or agencies. Select a resource from the list and ask a volunteer to explain how Jim or Debbie might find out whether the agency has a service they might use. (expect that the phone book will be their first thought). Ask the volunteer to look up the phone number (local resources will be emphasized).

2. Write the name of the agency and phone number on the board. Ask if there are any other suggestions or concerns before Debbie makes the call. List these on board (some concerns might be related to quality, cost what kind of service). Suggest that Debbie might need to inquire about these things at the time of the call.

3. Distribute Dead Ends into Live Ends (handout #4). Give group a minute to read. Now you are ready for the Telephone Script (handout #5). You can use the Jenny Case Study or have participants use their own experiences. Have group break into pairs. Pass out phone scripts and basic client information for agency. One of the pair will be the caller, the other an agency staff member. Each pair is to choose one of the situations or make up their own. Note: The leader or presenters may choose to do the

role playing activity for the participants and allow participants to discuss. The key is to know your audience.

4. After all have had an opportunity to role play or discuss one of these situations, reconvene the group and discuss outcomes. Focus on positive next steps. Refer to Dead End techniques and discuss the eight points.

5. What if the Newman's lived somewhere with few services? Where would they look for help? What if the Newman's lived in our area - where would they look for help? The leader is now able to emphasize local resources and services such as schools, hot lines, Direction Service, etc. Check the resource packet for further information.

HOW TO...
"TURN DEAD ENDS INTO LIVE ENDS"

- If you are put "on hold", don't hang up....hang in there!
- Identify yourself by name, and explain why you are calling. Make sure you get the right person. You may have to talk to several people.
- Ask.."What services does your agency or program provide?"
- If there doesn't seem to be a match, Ask if the person knows of another agency or program that you might contact.
- If yes, Ask for a name of someone to talk to at that agency. Ask for the agencies telephone number.
- If the service is available, Ask for specifics...Who will be involved? How often? Where? When? How about cost and transportation? Can the agency help find funding assistance? What are the requirements for accessing service?
- If the service is available, Ask for information to be sent. Be sure you get the name and title of the person you are talking to. Find out what you must do next...Fill out forms? Call someone? Who will contact you? Ask when?
- If you feel "left hanging" with no word from the agency after week or so ...DON'T HESITATE! Call back...Ask to speak with the person you first talked with. Keep paper and pencil on hand to take notes.

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TELEPHONE SCRIPT

The Contact:

One of the pair calls an agency for a service for their child or family. The other member of the pair is a staff member from that agency. Choose a situation from the list below or make up your own. Either role play or discuss how it could be handled. Think of outcomes from this conversation including the next steps you would take.

Situation Twists:

1. The agency has a service that seems to be appropriate.
2. The agency has the service, but the caller doesn't seem to qualify.
3. The agency used to have the service, but funds were cut and so was the service.
4. The agency doesn't have the service.
5. The agency has the service, but there is a long waiting list.
6. The agency has the service, but the cost seems to be more than the family can manage.
7. The service seems just what is needed, but getting to it is impossible.
8. The agency staff member doesn't understand what you want.
9. The caller doesn't understand the agency staff person's description of services or how the services can be accessed.
10. After listening to the agency staff member, you have have questions as to whether the service is described what you need. You are not sure.
11. The caller doesn't have the basic information required by the agency.

WRAP UP 10 Minutes

Goal: To summarize major points from the presentation focusing on basic categories of community services with strategies for accessing them and to provide participants with an opportunity for comments and questions.

Points to Emphasize:

- **First, it is important to understand how the community early intervention system works in order to get the service you need.**
- **The importance of defining and prioritizing needs.**
- **Where to look for services.**
- **Strategies for communicating with service providers.**

Resource Packets: Be sure to remind participants to take home resource packets. Go over each handout if time permits.

Closing Remarks: You may want to close with a statement such as this:

"In this workshop we have tried to give you an overview of the parts of community early intervention service system with some ideas as to how you may be successful in tapping the resources you need for your child and family. Understanding what part of the system may best meet your needs is the first and, sometimes most important step in linking with the right program and service."

WRAP UP SUMMARY

- FIRST, IT IS IMPORTANT TO UNDERSTAND HOW THE COMMUNITY EARLY INTERVENTION SYSTEM WORKS IN ORDER TO GET THE SERVICE YOU NEED.
- THE IMPORTANCE OF DEFINING AND PRIORITIZING NEEDS.
- WHERE TO LOOK FOR SERVICES.
- STRATEGIES FOR COMMUNICATING WITH SERVICE PROVIDERS.

Training Ohio's Parents for Success

How do people learn to be good parents?

Many times, parents learn by doing. As a parent, you're an expert on your child, and you've developed many skills through your experiences.

Sharing your parenting successes—and problems—with other parents would benefit them and you, and give both of you support and new skills.

You can do these things through the **Training Ohio's Parents for Success (TOPS)** program. TOPS helps parents be more involved and more effective in taking care of their children.

After all, people aren't born with answers to all the questions their children present. Parents need to learn how to solve problems with their children, understand them, teach them, talk with them.

The more involved parents are with their children, the better.

How can I get involved?

You can get involved in Training Ohio's Parents for Success in any Ohio county. The program is organized through local school districts—so contact your child's school to express your interest. Many times, refreshments or child care is provided to make it easier for you to participate.

What kinds of things will we talk about?

Your group will talk about the interests and needs that you have as parents. Schools participating in Training Ohio's Parents for Success make the program fit local parents' needs—whether they're parents of preschoolers or high school seniors.

This parenting program includes the following content areas:

- Understanding human growth and development
- Enhancing communication between the child and the parent and family
- Learning effective discipline methods
- Promoting health and nutrition
- Learning problem-solving and decision-making skills
- Improving study skills
- Accessing local support systems, such as local child-care programs or substance abuse centers

Who started this program?

The Ohio Department of Education developed Training Ohio's Parents for Success to create more opportunities for parents to help their children learn and grow. It's so important for all parents to be involved in their children's lives that the Department made a commitment to take this program to every Ohio school building.

Your participation makes TOPS work.

Training Ohio's Parents for Success has a national impact. You've probably heard that our President and the nation's governors have set national education goals. Helping Ohio parents prepare their children for school, for lifelong learning, and for successful lives addresses these goals.

For more information on the **Training Ohio's Parents for Success** program, write to Barbara J. Dorsey, Parent Education, at the Ohio Department of Education, Division of Educational Services, 65 South Front Street, Room 719, Columbus, Ohio 43266-0308, or call (614) 466-6830.

Five good reasons to get involved

Day-to-day family life is hard work. Getting involved in Training Ohio's Parents for Success can help make these days easier.

In this program, you can

1. Get new ideas on how to improve the way you listen to and talk with your children.
2. Learn techniques to make your child more self-confident.
3. Try new problem-solving methods to increase the trust and respect between members of your family.
4. Become more involved in your child's education and help improve his or her performance.
5. Learn how to create and maintain a good relationship between you, your child, and the school.

An Ohio Department of Education program

Training Ohio's Parents for Success